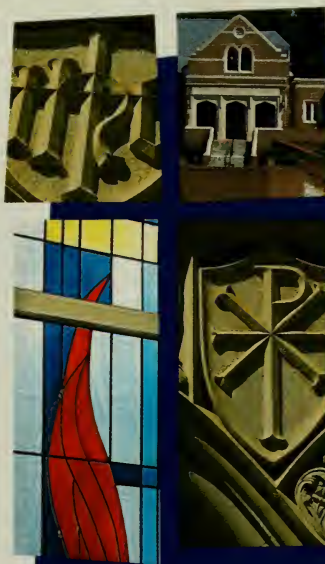




COLUMBIA THEOLOGICAL SEMINARY

Engaging Minds  
Enriching Faith

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CATALOG

COLUMBIA THEOLOGICAL SEMINARY  
701 Columbia Drive  
Box 520  
Decatur, Georgia 30031  
[www.CTSnet.edu](http://www.CTSnet.edu)

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Columbia Theological Seminary is accredited by the Association of Theological Schools in the United States and Canada and the Commission on Colleges of the Southern Association of Colleges and Schools to award Master of Divinity, Master of Arts, Master of Theology, Doctor of Ministry, and Doctor of Theology degrees.

The regulations, requirements, and general information included in this catalog are official for the 2001-2002 academic year but subject to revision at any time.

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# WELCOME



I am delighted to be writing this letter of welcome as Columbia's new president. Having served in the parish for a number of years, I have seen the vitality of the church that is supported by her seminaries, a vitality that finds its beginning in what God has done and is doing. Columbia is a seminary that celebrates its Presbyterian heritage and embraces the Reformed tradition by serving the body of Christ as we move into the new century.

The church faces new challenges and opportunities as it continues to proclaim the Gospel of Jesus Christ and exhibit the reign of God to a hungry world. Columbia's legacy is to contribute to the well-being of the church

through its teaching and living the Gospel. Columbia strives to be faithful, as John Calvin understood faith: "God's benevolence toward us, founded upon the truth of the freely given promise in Christ, both revealed to our minds and sealed upon our hearts through the Holy Spirit."

Columbia's response to God's benevolence is to form pastors who will lead the church in its mission, and it is more. Columbia's response is also to edify pastors who are actively serving the church, and it is more. Columbia's response is also to equip laity for ministry in the world, and it is more. Columbia Theological Seminary responds to God's benevolence by engaging minds and enriching faith through all who come here and depart to serve.

I invite you to come and share in what God is doing at Columbia Theological Seminary.

*Laura S. Mendenhall*

Laura S. Mendenhall

President

## STATEMENT OF MISSION

Columbia Theological Seminary is  
an educational institution of the Presbyterian Church (USA), and a  
community of theological inquiry  
and formation for ministry  
in the service of the Church  
of Jesus Christ.

At Columbia, people of faith seek to witness  
to God's creative power,  
redemptive action,  
transforming justice,  
and reconciling love,  
in a pluralistic society and  
interdependent world.

We understand Christian faith to include  
worship of God,  
faithfulness to Jesus Christ,  
cultivation of the mind,  
disciplines of the Christian life,  
ministries of proclamation, nurture,  
compassion, and justice,  
expression of faith through the arts,  
and participation in the life of the Church.

Our special mission in the service of the Church,  
and especially the Presbyterian Church (USA), is  
to educate women and men for leadership  
in ordained and lay ministries;  
to offer first degree, graduate degree,  
and continuing education programs;  
and to provide theological resources  
for the denomination,  
for the ecumenical church,  
and for persons with a variety of  
theological concerns.

Because we are an education institution,  
our calling is  
to prepare persons to lead congregations  
in worship, witness, mission, and service;  
to pursue learning that joins  
mind and heart;  
to develop personal and professional skills  
for leadership in the church;  
to learn  
from the world-wide Church,  
from education, the arts, politics,  
economics, and science,

and from those outside the centers  
of power and influence;  
to consider critically from the perspective  
of the Christian faith,  
ideological, technical, and scientific assumptions  
- including our own -  
about the human situation.

Because we are a confessional community of the Church, we  
live under the authority of Jesus Christ

as witnessed to  
in the scriptures of the Old and New Testaments,  
in the Church throughout the ages,  
and in the Reformed tradition and  
its confessions;

affirm the worship of God as a vital and  
central feature of our life together  
and celebrate the goodness of God  
in all creation;

believe in Christ's lordship over the  
whole world;

articulate an evangelical understanding  
of life rooted in the rule  
of God's justice and love;

listen with openness  
to voices of hopelessness and hope  
around and within us;

acknowledge our own brokenness  
and need for redemption;

commit ourselves  
to diversity and inclusivity,  
to ecumenicity,  
and to discerning the ongoing manifestations of  
God's presence in human affairs;

nurture a personal and corporate faith  
which takes responsibility  
for our choices  
amid the political realities,  
the social institutions,  
and the global context  
in which we live.

In carrying out our mission,  
we seek to be faithful to the gospel,  
and to become a living expression of  
the Body of Christ in the world.

## A BRIEF HISTORY OF THE SEMINARY

From its founding in Lexington, Georgia, in 1828, Columbia Theological Seminary has nurtured, and has been nurtured by, the Presbyterian Church in the South. This connection has existed throughout its history and remains a cherished tradition. While Columbia now enjoys an outstanding national and international reputation, it also faithfully upholds its historic covenants with the Synods of Living Waters and South Atlantic.

The first permanent location of the seminary was Columbia, South Carolina, in 1830. The school became popularly known as Columbia Theological Seminary, and the name was accepted as permanent in 1925.

The decade of the 1920's saw a shift in population throughout the Southeast. Atlanta was becoming a commercial and industrial center and growing rapidly in its cultural and educational opportunities. Between 1925 and 1930, President Richard T. Gillespie provided the leadership which led to the development of the present facilities on a 57-acre tract in Decatur, Georgia.

The early years in Decatur were difficult. The future of the institution was uncertain. However, in 1932, Dr. J. McDowell Richards was elected president; under his leadership the seminary experienced substantial growth.

Dr. C. Benton Kline served five years as president following Dr. Richards' retirement in 1971. In January 1976, Dr. J. Davison Philips assumed the presidency. He retired 11 years later, passing the mantle of leadership to Dr. Douglas W. Oldenburg who, in January 1987, became the seminary's seventh president. In August 2000, Dr. Laura S. Mendenhall began her service as Columbia's eighth president.



# DEGREE PROGRAMS

Columbia offers courses of study leading to both basic and advanced degrees. The Master of Divinity is the basic professional degree. The Master of Arts in Theological Studies is also a basic theological degree, but academic rather than professional in orientation. The advanced degrees are the Master of Theology, the Doctor of Ministry, and the Doctor of Theology. Men and women from all denominations are eligible to apply for any of these degrees.

## MASTER OF DIVINITY

### *Introduction*

Columbia Theological Seminary's seal carries the motto, *ποιμένας καὶ διδασκάλους*, the Greek words for pastors and teachers. They are taken from the Letter to the Ephesians in which it is written, "The gifts he gave were that some would be apostles, some prophets, some evangelists, some pastors and teachers, to equip the saints for the work of ministry, for building up the body of Christ" (Ephesians 4:11-12 NRSV). Since its inception in 1828, Columbia has seen its role as training persons for leadership in the church. The Master of Divinity degree is offered as a basic theological degree for those who seek to serve as the pastors, prophets, evangelists, teachers, and other leaders of the church of Jesus Christ.

The curriculum offered to M.Div. students emerges from the seminary's identity as a community of memory and hope. The seminary finds its identity as part of the people of God stretching back thousands of years. It thus aims to lead students to a fresh critical appropriation of the Christian tradition for themselves and for the sake of the church they serve. The seminary is also a community that finds its identity in hope, in the promises of God, in the world that God will bring about, and in the opportunities still ahead for the work of the church in the *Missio Dei*. The curriculum thus also aims at nurturing students' hope and engaging their imaginations for mission in a church and world in crisis.

The Christian ministry needs persons who are possessed with a deep, informed, and personal faith and who are equipped with skills and imagination to lead the people of God in acts of compassion, proclamation, praise, confession, celebration, justice, reconciliation, and healing. Teaching and learning at Columbia exist for the purpose of equipping and forming the people who equip the saints to engage in the work of ministry.

### *The Common Core*

Students in the M.Div. program take 22 prescribed course units of the total 31 units required to complete the degree. The required elements of the curriculum, called the common core, form the basis for a shared vocabulary and set of experiences for all students as they progress through the programs and into their ministries. These elements include foundational courses in the content and interpretation of the Bible, biblical languages, church history, theology and ethics, and the practices of the church and its ministry. In order to assist in the task of integrating the knowledge learned in

seminary with one's own life in the Christian faith and one's understanding of the church as the community of faith, the curriculum also incorporates integrative seminars and experiential learning into the common core and electives and seeks to put to good use the rich resources of learning environments - such as the congregation and the hospital - beyond the traditional academy.

A student's time on the Columbia campus begins with "Baptism and Evangelical Calling," an integrative seminar which poses the questions, "What does it mean to be a Christian?" and "How is one incorporated into the church, the body of Christ?" The next semester features "The Eucharist and the Church's Mission," which examines the nature of the church and its practices and makes extensive use of field experiences in actual congregations. In these seminars, students are guided by faculty from a variety of disciplines to look at their own identities, experiences, and traditions and those of others through a range of perspectives. Students also are enabled to reflect on the experience of the people of God in diverse settings in the required units of Alternative Context, Supervised Ministry, and Pastoral Care. Students studying for ordination are also required to take a course in polity prior to graduation that addresses the denominational context in which they intend to minister.

### *Integrative Seminars*

Integrative seminars are offered both as required and elective course units in the curriculum. They are called integrative because they are structured to bridge disciplines and gaps between theory and practice. They take three basic forms. First, some integrative seminars approach a single subject, such as sexuality or suffering, from a variety of perspectives - biblical, ethical, pastoral - with the aim of understanding the subject from a more fully informed theological viewpoint. Second, other integrative seminars take on a specific task that requires students and faculty alike to bridge disciplines to answer the task. One such task might be to produce a supplemental worship resource for a multicultural congregation, wherein all seminar members would need to draw on all aspects of theological and ministerial education to complete the task. Finally, some integrative seminars are organized around the principle of learning by doing specific acts of ministry and then engaging in disciplined reflection on the practices as a group. For example, a group of students and professors might engage in church-based work with mentally ill persons, meet to read, compare their experiences, support and challenge one another, and reflect theologically on their findings.

### *The Elective System*

The elective portion of the M.Div. curriculum is important, for it is here that persons preparing for the ministry take responsibility for their vocations as practical theologians. The elective elements of the curriculum are offered to allow students to prepare for specialized vocations, to adapt the Columbia education to the needs of service in a particular denomination, to follow interests created by prior coursework or life experience, and to work through the meaning of the Christian faith in specific contexts. Columbia takes the interests and experiences of its students, and the diversity of ministries in which they will serve, seriously by making room for a large number of electives in its curriculum. Students are required to take at least eight elective units composed of courses and integrative seminars.

Elective courses and integrative seminars are the place in the curriculum where students carefully exercise choice in order to prepare for a lifetime of ministry. A holistic ministry necessitates that ministers be people of personal integrity and faith, be well equipped in a variety of disciplines, approaches, and skills, and be able to relate them to social and church contexts. Different electives make different contributions to the formation of students as ministers. In addition to a title, each of the elective units in the curriculum carries a designation of which dominant pedagogical objectives are met by the course. These objectives and their respective designations are as follows:

**Knowledge of Tradition {K}**

Electives with this designation aim at increasing the student's knowledge of the Christian tradition and its significant conversation partners by means of their texts, patterns of thought, and/or practices.

**Experiencing God's People in Context {C}**

Electives with this designation place a student in a community of God's people in order to study how it celebrates and lives its faith.

**Spiritual Formation {SF}**

Electives with this designation provide a context within which a student may grow in Christian faith, discipline, and leadership to equip others in ecclesial piety.

**Clarifying Personal Beliefs {CB}**

Electives with this designation enable a student to examine, articulate, and profess his or her faith.

**Theological Reflection {T}**

Electives with this designation equip a student to interpret contemporary life in light of the gospel.

**Missional Leadership {ML}**

Electives with this designation prepare students to guide Christian communities in worship, ministry, and mission and develop the students' ability to reflect critically on their work.

The aim of a ministry equipped for Christian leadership, whose members possess ethical and religious integrity and the intellectual skills for critical and constructive leadership in both the church and social contexts, requires that persons studying to be ministers attend to all the aspects of learning and formation that aim entails. The pedagogical objectives and their designations serve as a guide to students in the process of seeking balance in their preparation as leaders in the church. As a further discipline of balance, the total number of a student's elective units (seminars, courses, and practicums) should include selections from each of the six pedagogical objectives for ministry. Students should note, however, that this requirement does not impose unrealistic limits on their choice of electives since many offerings will meet multiple objectives.

## *Advising*

A theologically educated person is more than a person who has had a series of courses in theologically related subjects. An important part of the curriculum is what students do to integrate their studies and experiences in their own lives. Faculty members assist in this process of integration and formation by serving as advisers to students. Faculty advisers participate in the selection of courses each semester a student is at Columbia. Course selection is made as the result of conversation between the student and adviser that takes into account areas of past experience, identified weaknesses, and the assessments of teachers and ministry supervisors. Early in the first year of studies, students undergo an individual supervised ministry assessment with the Director of Supervised Ministry. The director makes a joint recommendation to the student and adviser about the student's contextual learning about ministry. Approximately two-thirds of the way through the program, another occasion allows students and faculty to reflect upon the student's gifts and preparation for ministry. This time is called the mid-course assessment and is described below.

## *Further Theological Study Beyond the Basic Degree*

A Master of Divinity program does not equip students with everything they will need to know for effective and faithful ministry. Students are equipped with initial, essential tools to enable them to begin the practice of ministry. The search for faithful answers to the challenges of the Christian life today requires an ethic of learning for the faith, which creates the expectation that graduates will return to this and other places of group learning for regular additional study. Further knowledge, additional insight into the life of faith, and strengthened practice for faithful leadership will require of graduates that they engage in regular, disciplined theological study at various stages in their ministries.

## *Length of Program*

The Master of Divinity curriculum is designed so that a full-time student can complete the requirements for the degree in three years. The program may be lengthened by a variety of factors, including internships conducted during seminary and a student's family responsibilities. All work must be completed within six years from the date of matriculation.

## *Requirements for the Master of Divinity Degree*

1. There must be on file with the seminary a complete and official transcript of credits showing graduation with a bachelor's degree from an accredited university or college of liberal arts and sciences or its equivalent as well as a completed health form and standardized test results.
2. The student will be tested for and must achieve competency in English writing and speech. Test fees, where applicable, are the responsibility of the student.
3. The student must be admitted to degree candidacy through the successful completion of the mid-course assessment.
4. The candidate must satisfactorily complete all the requirements of the degree with a total of 31 units.

5. The overall grade point average (GPA) must be 2.30 or better.
6. The student must pass an approved Bible content exam.
7. The student must lead community worship at least once during the senior year.
8. The student must be in residence for at least six long semesters on the Decatur campus (excluding transfer students). An exception to this policy can be granted only by faculty vote on a written request made to the Dean of Faculty.
9. The faculty must be satisfied that the candidate has sustained a sound moral and religious character in seminary life and gives promise of useful service in the ministry or other church vocations.
10. All bills to the seminary must be paid and assurance given that all open accounts in the community and elsewhere have been satisfied. Students with education loans must agree to make prompt and regular payments.

### *Mid-Course Assessment*

Admission to candidacy for the degree emerges from the mid-course assessment and must be approved by the faculty. The mid-course assessment is a major review of the student's potential for ministry that occurs after the completion of the majority of the common core coursework and the supervised ministry experience. This assessment is usually scheduled in the spring term of the second year for full-time students. Detailed guidelines for the assessment process are given to the student well in advance, including criteria, data to be considered, composition of the assessment committee, intent of the interview, and possible recommendations to the faculty which might ensue.

Every M.Div. degree student must meet the mid-course assessment requirement. A student seeking ordination shall have established a working relationship with the appropriate ecclesiastical body in order to be eligible for an assessment.

At the mid-course assessment, questions of personal and professional growth shall be addressed, among other issues, and any recommendations or stipulations arising from this will be reviewed by the faculty prior to awarding the M.Div. degree.

### *Certified Minister of Christian Education*

A student in the M.Div. program can take courses which will lead to certification as a minister of Christian education. Students interested in this specialty should see the Dean of Faculty.

### *The Master of Divinity Degree and Graduate Study for Teaching*

Students who are committed to the ministry of teaching at the college or graduate level may find the M.Div. program suitable to their preparation for that ministry. Students considering further graduate study are encouraged to explore with the Dean of Faculty the ways in which their programs can meet the dual demands of education for service in the church and academy.

## *The Columbia Calendar and Unit System*

Academic work for the M.Div. is offered in two long semesters in the fall and spring, in a January intensive term, and - for Greek language school and supervised ministry experiences - during the summer. Each long semester is constituted of six weeks of classes, followed by a reading and exam week at midterm, followed by another six weeks of classes and a reading and exam period. The reading/exam weeks enable students to complete the work for half term courses before beginning another such course and to catch up on reading for courses which continue through the semester.

Courses, practicums, and seminars which meet all semester for three hours a week are assigned one unit of credit. Those which meet for three hours a week for half the term are given one half unit of credit. The half term courses allow students to take more subjects in a given term, without increasing the number of classes a student will carry simultaneously. Because of the time commitment involved, Greek School and Supervised Ministry 210 each earn two units of credit. Students may take only four subjects at any given time.

### *Visual Representation of the Curriculum*

This representation is a calendar of courses for students who are able to complete the M.Div. in three years. Specific course prerequisites are listed with the course descriptions. Students are required to take 22 required course units and nine elective course units. The elective designations in the chart below indicate times when electives may be taken.

| Year  | Summer                                                                                         | Fall                                                                                                | January                | Spring                                                                                                                                  |
|-------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| One   | Essentials of Greek<br>(2 units)                                                               | Old Testament Survey<br>New Testament<br>Exegesis<br>Baptism and Evangelical<br>Calling<br>Elective | Elective               | New Testament Survey<br>Worship and Preaching<br>The Eucharist and the<br>Church's Mission<br>Church History                            |
| Two   | Supervised Ministry:<br>Congregation<br>(2 units)                                              | Essentials of Hebrew<br>Christian Theology I<br>Pastoral Care or Elective<br>Elective               | Alternative<br>Context | Old Testament<br>Exegesis<br>Christian Theology II<br>Polity<br>Pastoral Care or Elective                                               |
| Three | Optional: Clinical<br>Pastoral Education<br>(2 units)<br>or Advanced<br>Supervised<br>Ministry | Christian Education<br>Ethics or Elective<br>Elective<br>Elective                                   | Elective               | American Religion and<br>Cultural History (1/2 unit)<br>World Christianity (1/2 unit)<br>Final Things<br>Ethics or Elective<br>Elective |

## MASTER OF ARTS IN THEOLOGICAL STUDIES

The purpose of this two-year flexible degree program is to provide theological studies for those exploring career options, preparing for doctoral studies, church leadership positions, or specialized forms of lay ministry, or for those investigating the relationships between a profession and theological issues or faith and the modern world. This program is not designed to prepare persons for the practice of ordained ministry. However, it may be useful for practicing ministers in traditions that do not require a degree in divinity for ordination, but who nevertheless wish to develop their formal knowledge of theology.

Students, after consultation with the director of the M.A.(T.S.) program and after earning eight units with a 2.30 GPA, select one of the following five fields of specialization: Old Testament, New Testament, Theology, Church History, Ethics. A faculty adviser from the area of specialization is assigned by the director for consultation in the selection of courses and the required Independent Study in the specialization, which includes a major paper. Proficiency in Hebrew or Greek is a requirement for the Old Testament or New Testament specialization.

### *General Requirements*

1. Students must earn a total of 16 units with a 2.30 GPA, including a 1 unit research/constructive Independent Study in the major. Students must enroll in the M.A.(T.S.) Seminar in the first year of studies, take at least one basic course in three of the five fields of specialization, take an additional course in two of the five fields, and take a minimum of five courses in the chosen field of specialization and three courses in a cognate field. Other course requirements may be established by the area in which the specialization falls. No more than three Practical Theology area courses may be counted as electives in the degree program.
2. Students must successfully complete a one unit independent study in the field of specialization. It is expected that the adviser will be the faculty member with whom this independent study is done. The purpose of the required Independent Study and the research paper is to provide students with the opportunity to explore in depth a critical issue in the field and to bring analytical and constructive skills to bear on the issue. Following the reading of the paper, the student and the adviser will discuss the paper.
3. If a student's GPA is below 2.30 upon completion of five units, the student will be placed on academic probation. If a cumulative GPA of 2.30 or above has not been attained after eight units, the student will be dropped from the program. At least three of the five basic courses must be completed within the first eight units.
4. All work must be completed within five years from the date of matriculation.

Details of the program are available from the director of the Master of Arts in Theological Studies Program.

## *Certification in Christian Education*

A student in the M.A.(T.S.) program can take courses which will lead to certification in Christian education. Students interested in this specialty should see the Dean of Faculty.

### ADVANCED DEGREES INTRODUCTION

Columbia offers three programs leading to an advanced degree: 1) Master of Theology (Th.M.); 2) Doctor of Ministry (D.Min.); and 3) Doctor of Theology in Pastoral Counseling (Th.D.). Each builds on the M.Div. degree. The D.Min. and Th.D. programs also require three years of active ministry after receiving the M.Div. degree.

In addition to the resources of the faculty and library on Columbia's campus, graduate students are expected to draw upon the resources of the Atlanta area. The Th.D. and D.Min. programs are administered by the Graduate Professional Studies Committee of the Atlanta Theological Association, which coordinates and augments the resources of Candler School of Theology of Emory University, the Interdenominational Theological Center, Columbia, Erskine Theological Seminary in Due West, South Carolina, and Lutheran Theological Southern Seminary in Columbia, South Carolina. Th.M. degree students may also include in their program studies at these other seminaries.

The resources of the Atlanta community are also available to Columbia graduate students. Accredited programs of clinical pastoral education and pastoral counseling are available in many settings. The Urban Training Organization of Atlanta provides resources in the area of urban problems and urban ministries. Numerous national and regional offices of denominational and interdenominational agencies are located in Atlanta. Other educational opportunities are available at Emory University, Georgia State University, and colleges in the area.

### MASTER OF THEOLOGY

The Master of Theology (Th.M.) degree program has three purposes:

- advanced study in an area of ministry, especially by persons in pastoral ministry
- preparation for entering teaching or as a step toward a Ph.D.
- preparation for a specialization in ministry.

### *Requirements for the Degree*

In order to qualify for the Th.M. degree, a student must complete the following within five years:

1. Twenty-four semester credits of academic work at the advanced level (courses numbered in the 600's) with grades that average not less than 3.00. This academic work shall involve at least 15 hours taken through regular residential courses at Columbia Seminary.

2. One of the following options: a) an acceptable thesis which shall constitute six additional credits, and an oral examination which shall be given after the thesis has been completed, or b) two courses (three credits each) which require a major research paper. A grade of 3.00 or higher must be earned in each course. To select this option, a student must file a Th.M. Research Course Option Form with the Registrar by November 1.

A written statement of the topic and proposal for research, together with the names of the faculty members serving on the thesis committee must be submitted to the Advanced Degrees Committee for approval. This statement must be submitted no later than the November meeting of the Advanced Degrees Committee in the academic year in which the student anticipates graduation. The topic and proposal must have been previously approved by the student's thesis committee. February 1 is the deadline for provisional approval of the thesis by the project committee, and March 1 is the deadline for final completion of the project.

Any student enrolled in the Master of Theology degree program will be assessed an administrative fee of \$50 for each half of the year in which that student does not register for credit hours through course work or thesis research.

### *Concentration*

Each student will concentrate in one of the following areas: biblical studies, historical-doctrinal studies, or practical theology studies. At least 12 course credits must be taken in the area of concentration. Within that area at least nine credits, in addition to the six credits for the thesis or research courses, must be taken in a chosen field (e.g., Old Testament or theology or evangelism). At least six course credits must be taken outside the area of concentration.

Ordinarily course credit must be in 600 or 700 level courses. Up to three credits of lower level course work may be counted if there is prior approval by the thesis committee (if appointed) or the Director of Advanced Studies and the Dean of Faculty.

## DOCTOR OF MINISTRY

### *Aims of the Program*

The Doctor of Ministry is designed for persons now engaged in ministry in the North American or Caribbean settings, who have completed basic theological studies (usually the Master of Divinity degree) and at least three years of full-time service in the practice of ministry after M.Div. studies. Qualified students from other countries may, in certain instances, be admitted.

The program provides a course of graduate study for ministers of the people of God in the church of Jesus Christ. It requires disciplined reflection upon, and perhaps further specialization within ministry. The program focuses on the critical engagement between the biblical, historical, theological, and pastoral disciplines of ministry. By helping people integrate ministerial theory and practice with basic faith commitments, the program strengthens ministers to exercise a critical kind of teaching role in the church and to increase their competency and faithfulness in practice.

Because the program seeks to help the student strengthen a holistic ministry in community, the program is largely generalist in character, involving questions of personal ministerial identity and of the nature of the church and its mission in a postmodern world. A doctoral project requires students to focus this integrated approach in a particular context.

There are, in addition to the Church and Ministry program, possibilities for different approaches in 1) Gospel and Culture, 2) Christian Spirituality, 3) Cross-Cultural Ministries, 4) Pastoral Counseling, 5) New Church Development, and 6) Preaching and Worship.

### *Administration*

The program operates under the supervision of the Advanced Degrees Committee of the seminary and is administered by a faculty member serving as Director of Advanced Studies. The program cooperates with the other member schools of the Atlanta Theological Association.

Students enter the program either through a Columbia Seminary Introductory Seminar or through a Introductory Seminar offered in a location outside the Atlanta area. Students may also take courses in other schools of the Atlanta Theological Association and, each fall, a Church and Ministry Introductory Seminar joins faculty and students from Columbia Seminary and the Interdenominational Theological Center.

### *Advising*

Each student is guided by an advisory committee of two faculty members. The primary adviser helps the student develop a plan of study. The primary and secondary advisers comprise the doctoral committee which administers the qualifying examination, assists the student in developing a project proposal, and evaluates the written project report.

### *Degree Requirements*

The program requires 36 hours in which a student must maintain a 3.00 average. Students normally complete the program within four years. Extensions require the permission of the director and the Advanced Degrees Committee. All work must be completed within six years of entrance. Any student enrolled in the Doctor of Ministry degree program will be assessed an administrative fee of \$50 for each half of the year in which that student does not register for credit hours through course work, supervised ministry, or doctoral project research work.

The faculty must be satisfied that the candidate shall have sustained a sound moral and religious character in ministry.

The 36-hour program comprises:

**An Introductory Seminar** (six semester hours), required at the outset of the program. Each student takes part in an intensive seminar to explore interdisciplinary perspectives around contemporary issues of ministry and professional development. In this seminar students begin interdisciplinary integration and clarify an operative theory of ministry to guide their development of a study plan.

**Elective Courses** (18 semester hours). The program requires a plan of study involving the integration of three dimensions: 1) the biblical and theological norms of Christian faith, 2) critical attention to the contemporary human situation, and 3) the practices of ministry and church mission. In consultation with an adviser, each student draws up a course of study to achieve the aims of both the student and the doctoral program.

**A Doctor of Ministry Practicum** (six semester hours), a supervised activity in ministry. This practicum, often done in clinical pastoral education or preaching, can also take place in settings as diverse as business, governmental, community, or church agencies where appropriate supervision and learning opportunities with peers are available. In any case, the practicum takes place outside the student's ordinary work situation, providing new perspectives on self, theology, profession, and the needs and challenges of other persons and institutions.

**A Doctor of Ministry Project Development and Design Workshop** (non-credit). Toward the end of the program coursework, each student participates in a project development and design seminar to foster integration and to prepare for qualifying examinations and subsequent project proposal development and writing.

**A Doctor of Ministry Project** (six semester hours). Elements of the course of study converge in the doctor of ministry project. The student must complete a project and a written project report that interprets this project to the seminary community and the larger church. The student should start thinking about the proposal for the project early in the program so the project can be an integrating focus for the student's entire course of study. A proposal must be approved by the Advanced Degrees Committee no later than May 1 of the year prior to the anticipated graduation. The successful completion of a qualifying examination will enable the student to proceed. Ordinarily, the project is conducted in the student's usual ministerial setting. February 1 is the deadline for provisional approval of the written draft by the project committee and March 1 is the deadline for final completion of the project.

### *Gospel and Culture Approach*

The Gospel and Culture approach has been designed by a group of Columbia faculty members to ask pastors to engage questions about the mission of the Church in contemporary culture. Through the Introductory Seminar, the various elective classes, the doctoral practicum, and the doctoral project, students will work with a faculty group representing a rich blend of diverse theological and cultural perspectives. Students will be challenged to develop their own analyses and directions for the faithful ministry of the Church in a context variously described as post-enlightenment, post-modern, post-Christian.

In the initial Introductory Seminar, and then in subsequent studies, students and faculty will be engaged with the writings and the analyses of sociologists, philosophers, cultural anthropologists, and historians. Participants will reflect in some depth upon the concrete manifestations of culture - the art and artifacts, the products, technologies, entertainments, institutions, and movements that characterize daily life. They will examine the major fault lines within the church about the meaning of Christian faith and the ways Christians are reading the theological signs of the time. Finally, students will be asked to think through their practice of ministry in the light of their studies and to develop a doctoral project which will both strengthen their own ministry and make a critical and constructive contribution to the faith and practice of the church.

All classes will be taught in intensive two-week courses at the seminary over a three- to four-year period, but students will do most of their studies, their practicum, and project in their own ministry setting in consultation with the faculty.

### *Christian Spirituality Approach*

A student may choose to undertake a specialization through interdisciplinary studies centered upon the church's theology and practice of Christian spirituality. This program, which has the same general aims and degree requirements listed previously for other approaches, is designed to explore God's relationship to persons, the community of faith, and the world, including the ethical and social dimensions of spirituality. Through the introductory seminar, the various elective classes, the practicum, and the project, students will be enabled to bring their minds to bear more effectively on matters of the heart and to gain resources to foster spiritual renewal not only in the lives of individuals, but also in the life of congregations. Studies and projects will be rooted in congregational life.

Students will study the history of spirituality, the biblical resources in Israel's prayers, and the practices of the New Testament community. Issues of spirituality in a post-enlightenment, post-modern culture, discovery of issues of spirituality for children, and resources for the practices of retreats and small groups for spiritual direction will be among the other explorations and research undertaken. Time for worship, community building, and spiritual retreats will be an integral part of the program itself.

The Introductory Seminar and most of the classes will be taught at the seminary over a three- to four-year period, but students will do most of their further studies, their practicum, and project in their own ministry setting in consultation with the faculty.

### *Cross-Cultural Approach*

The Cross-Cultural approach is designed to respond to the urgency of living and ministering in a culturally diverse and religiously plural context. The program seeks to foster critical thinking and develop a theology of cross-cultural understanding that will inform and reform the practice of ministry in the life of congregations.

The design is framed under the following cross-cultural perspectives: 1) it observes the particularities of cultural and religious groups, and their interaction among each other; 2) it seeks to facilitate and to encourage the encounter between diverse cultural and religious groups and the multifaceted dominant culture; and 3) it aims to develop a Christian theology and practice of ministry that is informed by diverse cultural and religious dynamics.

### *Pastoral Counseling Approach*

A student concentrating in pastoral studies may elect the field of pastoral care or a specialization in pastoral counseling. The beginning of the latter program requires the successful completion of a non-credit year of C.P.E. in an institution accredited by the Association for Clinical Pastoral Education.

The normal curriculum for students in the pastoral counseling specialization involves two years of participation in a pastoral counseling practicum at an Atlanta area training center accredited by the American Association of Pastoral Counselors. During the time in the practicum, the student will also take three of the four courses in the Th.D. curriculum and the D.Min. Introductory Seminar on ministry. The supervision provided by the practicum allows the student to apply for membership in the American Association of Pastoral Counselors. The six credits from the practicum may be applied to the required credits for academic work.

### *New Church Development Approach*

This approach focuses on the formation of new churches. Qualified candidates will be recruited from the PC(USA) and other denominations. It aims to equip church leaders in the development mission of starting new congregations for the twenty-first century. Equipping present and future ethnically and linguistically diverse new church development leaders is a key facet of the program's aim.

## DOCTOR OF THEOLOGY IN PASTORAL COUNSELING

This degree is offered through the Atlanta Theological Association by Columbia Theological Seminary, the Candler School of Theology, and the Interdenominational Theological Center. The program of study is conducted under the direction of the Th.D. Committee of the Atlanta Theological Association. The Th.D. Committee has responsibility for approving admission to the program, establishing curriculum offerings, and certifying candidates for the awarding of the degree. Students may register for courses at any of the Atlanta ATA seminaries.

### *Aims of the Program*

The purpose of the Doctor of Theology in pastoral counseling is to prepare ministers to serve as pastoral counselors in a local church or on the staff of a community counseling center, to serve as consultants to other clergy, and to offer training in pastoral care and counseling. The program is designed to prepare persons for the specialized ministry of pastoral counseling at a doctoral level of competence and for membership at the Fellow level in the American Association of Pastoral Counselors. The degree is intended to be comparable to the Ph.D., but it is designed for those whose interest in pastoral counseling is primarily professional and theological.

## *Program of Study*

The studies included within the program will help the student gain an advanced understanding of appropriate theological and theoretical concepts; learn under qualified supervision the application of these concepts in pastoral counseling and how to promote professional integration of theory and skills in both pastoral counseling and pastoral guidance; and design and execute a research project appropriate to the student's professional practice which will give evidence of creative ability to contribute to this aspect of pastoral counseling.

## *Course Work and Practicum*

In carrying out this program, which should not exceed six years, the student must enroll for a minimum of 54 semester hours of academic course work including clinical supervision through the Pastoral Counseling Practicum. Any student enrolled in the Doctor of Theology degree program will be assessed an administrative fee of \$50.00 for each semester in which that student does not register for credit hours through course work, clinical work, or doctoral project supervision.

Introductory seminars (three credits per semester: ATA463, ATA471, ATA473, ATA475) are required in the first four semesters of studies. The student ordinarily enters the pastoral counseling practicum when entering the program of studies and continues in the practicum for four consecutive semesters. One of the student's Qualifying Examinations, the Performance Exam in the practice of pastoral counseling, is taken after the student completes four semesters in the practicum. The clinical setting for supervision is the Pastoral Counseling Service of the Georgia Association for Pastoral Care.

Each student admitted to the program shall have one member of the pastoral counseling faculty as adviser.

## *Qualifying Examinations*

Upon completion of 54 credits with at least a B average, the student may apply to take the Comprehensive Examination, which tests the student's competence in both the content and performance of pastoral counseling. The content areas in which the student will be examined include:

### **I. Personal and Interpersonal Dimensions of Pastoral Counseling**

Exam 1 — Therapeutic relationships and process in relation to personality, developmental theories, psychopathology, and the psychological understanding of religion.

Exam 2 — Family theory and therapy, related social psychological understandings of therapeutic process, and either theory of group process or of consultation and supervision.

Exam 3 — Pastoral theological methodology, theological anthropology and related theological issues, and the relation of theology to the human sciences.

## II. Socio-cultural Dimensions of Pastoral Counseling

Exam 4 — Pastoral counseling as a profession in relation to other professions; its relation to class, race, and gender; its relation to contemporary family, work, and religion; its participation in larger cultural and religious traditions understood through such disciplines as cultural anthropology, cultural criticism, and feminist theory.

## III. Ecclesiological and Ethical Dimension of Pastoral Counseling

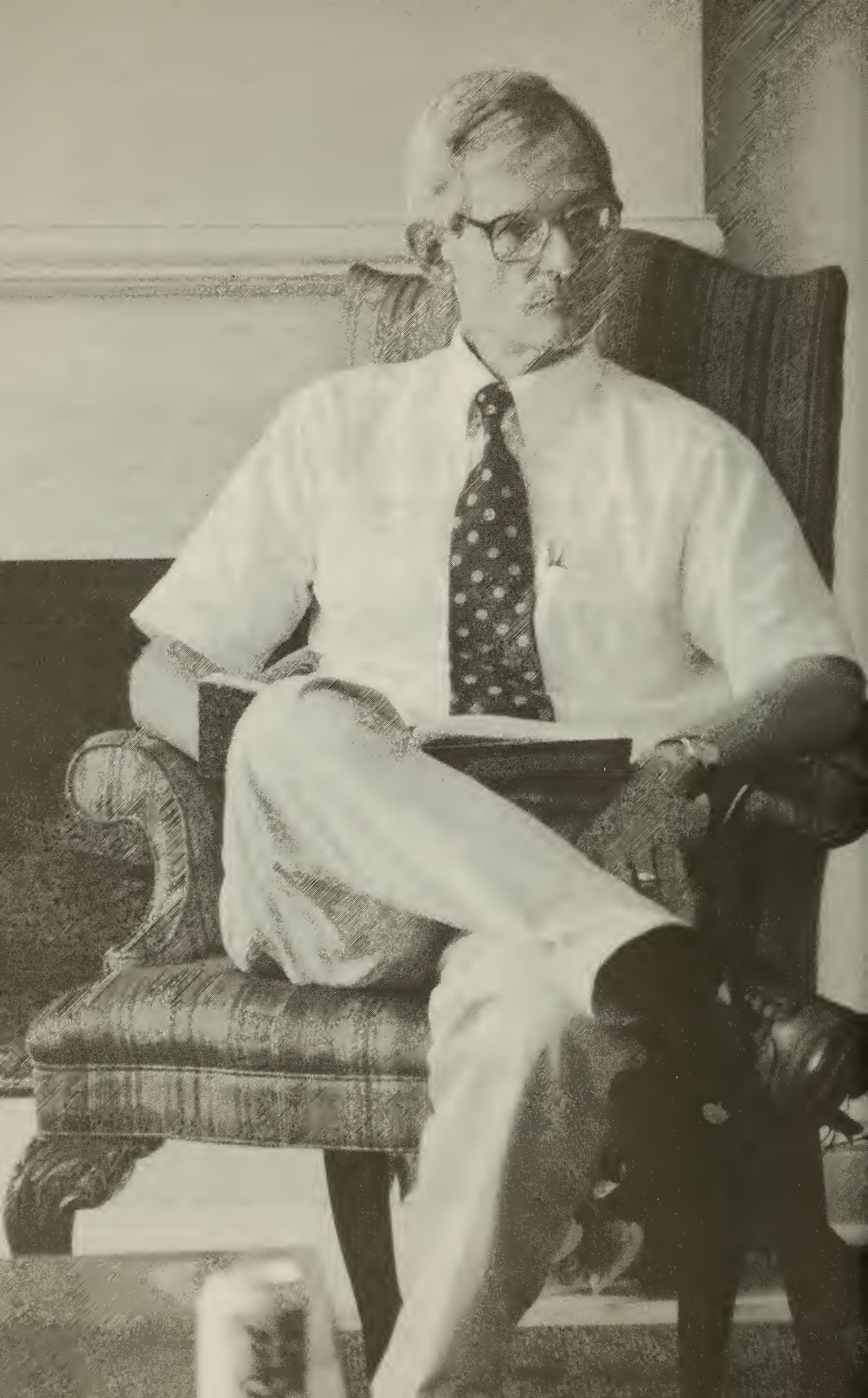
Exam 5 — Pastoral counseling in relation to the history and contemporary theory and practice of pastoral care; theology and ethics of pastoral counseling as a specialized form of the church's ministry.

### *Dissertation*

Following satisfactory performance in the Qualifying Examination, the student will then engage in an approved research project and write a dissertation.

Application forms and further general information about the Th.D. in pastoral counseling program may be obtained from the Director of the Th.D. Program or the Director of Advanced Studies.





# RELATED ACADEMIC PROGRAMS AND RESOURCES

## THE JOHN BULOW CAMPBELL LIBRARY

The library, named for John Bulow Campbell, an Atlanta benefactor and member of Columbia's Board of Trustees during the 1930s, is an integral part of the educational program of the seminary. Through its collection and services, the library supports the teaching and learning in the degree programs of the seminary. The library offers resources to extend the work of the classroom in breadth and depth, to provide for student and faculty research, and to encourage reading beyond course assignments.

The library collection includes books, periodicals, church records, video and audio cassettes, and microforms. It is a well balanced selection of older and contemporary works in the field of theological studies. It is particularly strong in biblical studies; contemporary theology, especially in the Reformed tradition; American Presbyterianism; and practical theology. Special collections related to Asian Christianity and religious art are also significant aspects of the library's holdings.

This specialized theological collection is supplemented and enriched by the collections in the libraries of the Atlanta Theological Association (ATA) and the Atlanta Regional Consortium for Higher Education (ARCHE), to which students and faculty have ready access. The enhanced library holdings thus provide an outstanding resource for Columbia students in the basic and advanced degree programs, for Columbia faculty in their teaching and research, and for visiting scholars.

The library houses the collection and affords spaces for consulting reference tools, for study and reading, viewing advanced media materials, and for the use of copiers and microform readers. A computer center supplies word processing facilities which are open to all students, faculty, and staff who are authorized users. A notable feature of the library is the Griffith's Children's Library, unique to theological libraries.

### *The C. Benton Kline, Jr. Special Collections and Archives*

Documents and memorabilia related to the history and development of Columbia Theological Seminary are preserved in the seminary archives located in the library. The archive collection is designated as the place of record for all seminary publications.

## THE COLUMBIA BOOKSTORE

The seminary bookstore, located in the Richards Center, provides books and supplies at a discount for basic degrees students who wish to begin building their own theological libraries and for persons working toward advanced degrees who are continuing that process. The bookstore also serves pastors, laypersons, and churches all over the Southeast. Its inventory includes a wide selection of standard and current books in the historical-doctrinal area, spirituality, practical theology, Bible, and homi-

letics. In addition, the bookstore offers commentaries on the Old and New Testaments and books related to women's studies, African American studies, world missions, and evangelism. The bookstore is ordinarily open from 10:30 to 2:30, Monday through Friday, with special hours during campus events.

### RELATED ACADEMIC PROGRAMS

In addition to the basic and advanced degree programs, Columbia Seminary offers a wide variety of academic opportunities. Some of these are offered in relationship with other educational institutions; others are special emphases of Columbia.

#### *Atlanta Theological Association*

Through the Atlanta Theological Association (ATA), Columbia enjoys academic and professional affiliations with Candler School of Theology, Erskine Theological Seminary, Interdenominational Theological Center, and Lutheran Theological Southern Seminary. The association develops and coordinates educational programs and resources of these member institutions, which include approximately 1,600 students, 200 faculty, and a combined library collection of 600,000 volumes. Among significant and promising cooperative endeavors, in addition to the Doctor of Theology and Doctor of Ministry degree programs, are cross registration, sharing of faculty, library and lectureship resources, inter-seminary courses, and experimental programs in various academic disciplines and professional specializations.

#### *Atlanta Regional Consortium for Higher Education*

Columbia Seminary is a founding institution of the metropolitan Atlanta consortium of institutions of higher education called ARCHE. The institutions included are Agnes Scott College, Atlanta College of Art, Clark Atlanta University, Emory University, Georgia Institute of Technology, Georgia State University, Institute of Paper Science and Technology, Interdenominational Theological Center, Kennesaw State College, Mercer University Atlanta, Morehouse College, Morehouse School of Medicine, Morris Brown College, Oglethorpe University, Southern College of Technology, Spelman College, and the University of Georgia.

The areas of cooperation are broad and provide the student with exceptional opportunities across a spectrum of disciplines from science to art.

#### *Cross-Registration at Area Schools*

Columbia students may cross-register for courses at schools which belong to either the Atlanta Theological Association or the Atlanta Regional Consortium for Higher Education. Forms for cross-registration are available in the registrar's office at each school.

Students may cross-register for a course on a space-available basis. A student may cross-register for a maximum of two courses per term, and the combined load may not exceed the full-time allowable load on the home campus. Students register and pay regular tuition and fees to the home institution.

## *Cross-Registration at Theological Institutions of the Presbyterian Church (USA)*

A policy of reciprocal cross-registration at the 10 theological institutions of the Presbyterian Church (USA) is designed to strengthen the theological education of persons preparing for ministry in the denomination. This policy permits Presbyterian students registered in master's degree programs to take courses at any of the other institutions without paying additional tuition. Tuition for a course is charged at the home school. Additional information is available in the Registrar's Office.

## *Clinical Pastoral Education*

Clinical pastoral education is a first-hand learning experience under certified supervision which provides theological students and pastors with opportunities for intensive study of pastoral relationships and which seeks to make clear in understanding and practice the resources, methods, and meanings of the Christian faith as expressed through pastoral care. Columbia's membership in the Association for Clinical Pastoral Education means that its students will be given priority of choice in institutions elected, especially those listed within the Southeast.

### PROGRAMS IN OTHER LOCATIONS

## *Appalachian Ministries Educational Resource Center*

Columbia Seminary is a member of the Appalachian Ministries Educational Resource Center (AMERC) a seminary consortium which provides specialized theological education for students interested in the Appalachian region or rural ministry. Through its educational programs, normally offered in the summer and January terms, students have the opportunity to learn about Appalachia, its people and history, its values and religion, and its needs and issues for ministry. Classroom and field experiences are both integral to the AMERC educational process. Information about AMERC courses is available through the Office of Supervised Ministry.

## *The Mid-East Seminar*

A summer travel seminar is sponsored by Columbia Theological Seminary consisting of a three-week study trip to Israel, Jordan, and Greece. The program, subsidized by a private foundation, is directed by Dr. Max Miller, Professor of Old Testament Studies at Candler School of Theology. It is limited to five students from each of the schools and five lay persons selected from positions of leadership in the Southeast.

The program has two purposes: to provide an in-depth study tour of the area which stands at the center of our biblical heritage and plays such a crucial role in current international affairs and to provide a context in which the leaders of tomorrow's church can get to know each other and develop close bonds of understanding and friendship. At the same time there is opportunity for extended interchange between the students preparing for professional careers in the church and lay persons who are already playing key roles in business and community affairs.

## *National Capital Semester for Seminarians*

Columbia Seminary is a participating institution in the National Capital Semester for Seminarians, organized by Wesley Theological Seminary, Washington, DC. The program provides an opportunity for seminary students to spend a semester in Washington for study and involvement in the processes of government and the concerns of the churches. The design includes an interaction/reflection seminar, supervised study, and the opportunity to select other courses in Washington institutions. For detailed information, contact the Office of Academic Affairs.

## *Urban Training Organization of Atlanta*

Urban Training Organization of Atlanta (UTOA) serves as a resource in the theological education of students from Columbia Seminary and other Atlanta seminaries by providing opportunities for students to be involved with community organizers, social ministry agencies, and congregations involved in social service in Atlanta. Urban clinicals, including field experiences and peer reflection groups, are available for academic credit. UTOA is also significantly involved with M.Div. students in the Alternative Context for Ministry course for those in the Atlanta placement. For more information, contact the Office of Supervised Ministry.



# ADMISSIONS INFORMATION

## ADMISSIONS PROCEDURES FOR BASIC DEGREE STUDENTS

### *Admission to the Master of Divinity Program*

Students desiring admission to the Master of Divinity program should request an application from the Office of Admissions. Students must meet the following requirements for admission:

1. A student must furnish: a) a completed application form, b) supplemental forms, c) transcripts, d) references on forms produced by Columbia, and e) a letter of endorsement from one's home church. Test scores from the Graduate Record Examinations General Test are not required but may be requested in some circumstances.
2. An interview with a member of the Admissions Committee is required. This interview is best done on campus.
3. Admission to the M.Div. program ordinarily requires a four-year baccalaureate degree from an university or college of arts and sciences that is accredited by one of the six regional accreditation agencies or an equivalent degree. Students with degrees from educational institutions not accredited by one of the six regional accreditation must furnish test scores from the Graduate Record Examinations General Test with their applications. Students without a bachelor's degree are not eligible to enter the M.Div. program at the seminary except by special action of the faculty. When requested to do so by presbyteries of the Presbyterian Church (USA) or other denominations, Columbia may accept students without a university or college degree for a special course of study.

Students in the Master of Divinity program are encouraged either to have a reading knowledge of Greek prior to matriculation or to begin their studies with the Summer Greek School prior to the first fall semester.

Students admitted to the seminary will be given an application for seminary housing and a health form to be filled out by a physician.

Students in good standing in other accredited seminaries may be admitted after transcripts have been evaluated and their applications approved by the Admissions Committee. Such students must secure a letter from their academic dean indicating that they are students in good standing. Students in the M. Div. degree program may receive no more than 15 units credit for work completed at another Association of Theological Schools (ATS) accredited seminary completed within the past five years. Transfer credit will only be given for courses passed with a grade of B or higher. The determination of whether or not courses taken at other institutions may receive credit is made by the Academic Affairs Office, which also determines whether the credits will be assigned to required or elective units. Ordinarily, no correspondence courses will be considered for transfer credit.

Normally, international students (persons who are not U.S. citizens or permanent residents) are accepted only for graduate work beyond the M.Div. level.

All U.S. students (citizens or with permanent resident visas) for whom English is a second language must pass the Test of English as a Foreign Language (TOEFL)

before admission and enrollment for credit can be attained. Those seeking admission must score at least 220 (new format) or 550 (old format). Students who score close to this level may take courses for credit for one semester but must retake the exam and attain the required score before further work may be undertaken.

### *Admission to the Master of Arts in Theological Studies Program*

Students desiring admission to the Master of Arts in Theological Studies program should request an application from the Office of Admissions. Students must meet the following requirements for admission:

1. A student must furnish: a) a completed application form, b) supplemental forms, c) transcripts, and d) references on forms provided by Columbia. Test scores from the Graduate Record Examinations General Test are not required but may be requested in some circumstances.
2. An interview with a member of the Admissions Committee is required. This interview is best done on campus.
3. Admission to the M.A.(T.S.) program requires a four-year baccalaureate degree from an accredited university or college of arts and sciences or its equivalent.

A student may transfer no more than five units in the five fields of the program from institutions outside the Atlanta Theological Association or from work completed prior to admission to the program. No transfer credit may be obtained for work done more than 36 months before admission. Occasional Students subsequently admitted to the program may receive up to two units of credit for previous work taken in the past 36 months.

All U.S. students (citizens or with permanent resident visas) for whom English is a second language must pass the Test of English as a Foreign Language (TOEFL) before admission and enrollment for credit can be attained. Those seeking admission must score at least 220 (new format) or 550 (old format). Students who score close to this level may take courses for credit for one semester but must retake the exam and attain the score level before further work may be undertaken.

### *Visiting Columbia Seminary*

Those who are interested in applying for admission to a basic degree program are strongly encouraged to visit the seminary before or during the application process. Prospective students and their spouses may arrange visits which include a tour of the campus, appointments with admissions and financial aid staff, conversations with faculty and students, and observing classes. Housing and meals at the seminary are provided during the visit. Arrangements for visiting can be made through the Admissions Office.

### *Conferences for Prospective Students*

Columbia Seminary sponsors two conferences on ministry each spring and fall. During these conferences, men and women from any denomination who are exploring their call to ministry are invited to attend classes, meet in faculty homes, talk with students, staff, and faculty, and worship with the seminary community. The conferences are designed to provide a retreat atmosphere where participants can

reflect upon questions of call and vocation in addition to gathering specific information about the seminary. All persons who are considering the possibility of a church vocation, whether college students or those currently engaged in other careers, are invited to participate in the conference of their choice. The dates for this year's conferences are November 2-4, 2001, and February 22-24, 2002. For further information, write to the Director of Admissions.

## ADMISSIONS PROCEDURES FOR ADVANCED DEGREE STUDENTS

### *Admission to the Master of Theology Program*

Application for admission to the Master of Theology program is made through the Office of Advanced Studies. Students must meet the following requirements for admission:

1. The M.Div. degree from an accredited seminary or divinity school, or its academic equivalent, is required. In certain cases a Master of Arts or a Master of Theological Studies degree in the appropriate area may be accepted as a substitute, but additional preparatory work may be required.
2. Ordinarily, a B average in an applicant's college and seminary program is considered a minimum standard for admission. Applicants should have official transcripts of all work since high school sent directly from the institution.
3. A knowledge of both the Hebrew and Greek languages is a prerequisite for the program. If an applicant's M.Div. course did not require these, the student may substitute an approved language for one of the biblical languages.
4. Students must submit three letters of recommendation (on forms provided by Columbia Theological Seminary): one academic reference from a seminary or other graduate school professor and two character references from persons who are familiar with the applicant's ministry.
5. All applications for the Th.M. must be filed by May 1 for the following academic year. Applications after May 1 will be considered if space is available. Applications from International students must be filed by February 1 for the following academic year.
6. Applicants who receive notice of admissions prior to February 15 must indicate to the Director by March 15 whether or not they will accept admission; applicants who receive notification after February 15 must indicate their decision within 30 days.
7. Th.M. students may begin their course of study only in the fall semester.

All U.S. students (citizens or with permanent resident visas) for whom English is a second language must pass the Test of English as a Foreign Language (TOEFL) before admission and enrollment for credit can be attained. Those seeking admission must score at least 220 (new format) or 550 (old format). Students who score close to this level may take courses for credit for one semester but must retake the exam and attain the required score before additional work may be undertaken.

International students applying to the Master of Theology Program must follow the guidelines given under Application Information for International Students.

## *Admission to the Doctor of Ministry Program*

Admission to the Doctor of Ministry degree program requires a Master of Divinity or equivalent degree with a superior academic record (a B average or higher) from a school of theology accredited by the Association of Theological Schools (or an equivalent accrediting body outside the United States and Canada) and at least three years of full-time work with demonstrated superior professional performance.

To be considered for the Doctor of Ministry degree program, applicants must supply the Office of Advanced Studies with the following:

1. Application for admission, including a personal statement.
2. Certification of three years of experience in ministry after the M.Div. degree.
3. Official transcripts of all work since high school sent directly from the institution.
4. Three letters of recommendation (on forms provided by Columbia Theological Seminary): one academic reference from a seminary or other graduate school professor and two character references from persons who are familiar with the applicant's ministry.
5. A personal interview with the Director of Advanced Studies may be requested.

All U.S. students (citizens or with permanent resident visas) for whom English is a second language must pass the Test of English as a Foreign Language (TOEFL) before admission and enrollment for credit can be attained. Those seeking admission must score at least 220 (new format) or 550 (old format).

International students applying to the Doctor of Ministry Program must follow the guidelines given under Application Information for International Students.

With prior approval of the student's adviser and the Dean of Faculty, a student may receive up to six semester hours of transfer credit from another accredited, degree-granting institution. An official transcript of this course work must be forwarded to the Office of Advanced Studies. Each course must be at the graduate level and the grade must be at least a B (3.0 on a scale of 4.0).

Students may receive advanced standing credit of up to six semester hours (with the Dean of Faculty's approval) for clinical or academic work taken before admission into the program, provided the above policies for transfer credit are observed. A course submitted for advanced standing must have been taken no more than five years before entrance into the program. Students may not receive credit for academic work applied toward another degree.

For application forms and further information, contact the Office of Advanced Studies.

## *Admission to the Doctor of Theology in Pastoral Counseling Program*

Applicants must hold the Master of Divinity or equivalent degree with a superior academic record from an accredited institution and must have had post-seminary professional experience in which significant learning and professional promise were

evident. In addition, applicants must have significant experience in ministry (usually three years of full-time employment after completion of the first theological degree) and in clinical pastoral education (usually four consecutive units).

The admission process includes:

1. an assessment of the applicant's academic record and professional experience.
2. a statement of purpose.
3. references and other materials supplied with the application.
4. an interview with the inter-seminary admissions committee.

The deadline for receipt of all application materials is February 15 of the year for which fall semester admission is requested.

Application forms and further general information about the Th.D. in Pastoral Counseling program may be obtained from the Director of Th.D. Program or the Director of Advanced Studies.

### APPLICATION INFORMATION FOR INTERNATIONAL STUDENTS

Normally, international students (persons who are not U.S. citizens or permanent residents) are accepted only for graduate work beyond the M.Div. level. All international students are expected to have the written recommendation of their denomination. A statement of the student's plans for future work in the student's home country is also required.

Persons from non-English-speaking countries must furnish with the application recent evidence of the Test of English as a Foreign Language (TOEFL) with a score of at least 220 (new format) or 550 (old format).

Upon admission, and before the visa process can begin, persons must show proof of full financial resources to cover tuition, travel, and living expenses for the entire period of study in the United States. I-20 and visa documents will not be processed until this completed certificate has been approved. International students are required to carry the school-sponsored hospitalization insurance for themselves and all accompanying family members that meets the approval of the Immigration and Naturalization Service. No applicant should come to Atlanta until a formal letter from the Admissions Committee informing the applicant of admission to the program has been received.

In addition to the above, international students applying to the Doctor of Ministry Program must meet additional regulations which are available upon request. They include the following:

1. A minimum of 16 months in the Atlanta area (beginning in fall semester) is required to complete program components through the qualifying examinations and approval of project proposal.
2. Letters of approval, with detailed plans for a specific project in ministry, from the student's church authorities.
3. The applicant must identify two persons holding doctoral degrees, resident in the country in which the applicant ministers, who are familiar with the ministry of the applicant and are willing to serve as members of his or her doctoral

committee. This committee advises the applicant regarding a course of study and supervises and evaluates his/her doctoral project.

International students coming on special scholarships for a non-degree course of study at Columbia will be evaluated by the International Theological Education Committee for English proficiency to match the nature of their study at Columbia. Students needing additional proficiency in English will be encouraged to take courses in English as a second language in the Atlanta area.

All applications for international students should be sent to the Director of International Programs.

## NON-DEGREE ENROLLMENT AND AUDITORS

Students meeting requirements for admission to a basic degree program but not wishing to work toward a degree may be enrolled as Occasional Students to take courses for credit. Their program of study must be approved by the Dean of Faculty.

Students who do not meet admissions requirements may be enrolled for a period of up to one academic year as Unclassified Students.

Occasional Students may be admitted by the Dean of Faculty to take courses of particular interest if prerequisites for each course are satisfied. Their course selections must be approved by the Dean of Faculty, and their status must be renewed each academic term. Students for whom English is a second language and who wish to take courses for credit as Occasional Students must score at least 220 (new format) or 550 (old format) on the Test of English as a Foreign Language (TOEFL). Students may audit courses as Occasional Students without taking the TOEFL.

Persons taking courses at Columbia for the purposes of transferring credit back to the school in which they are enrolled in a degree program must complete an application as an Occasional Student. The application must also include either a letter of good standing from the Dean or an official transcript of work completed at their home institution. They should also make sure that their school will accept the credit from Columbia.

Regular students, spouses of students, and other members of the community are invited to audit courses with the permission of the instructor and as space is available. Registration as an auditor must be made through the Office of the Registrar. Auditors are advised to follow the following procedures:

1. Request a class schedule from the Office of the Registrar.
2. Select the class to be audited.
3. Secure permission from the professor of that class. Permission of the professor and available space are required for auditing classes.
4. Contact the Office of the Registrar to fill out an Occasional Student application form and a registration form. Pending the Dean's approval registration will be complete.

Note: Cost for auditing a course is one-half the cost of regular tuition for a three-credit/one-unit course. Current students taking a full-load may audit a class for no charge pending professor's permission.

## HOUSING

Seminary housing is reserved for full-time basic degree students. Housing application forms are distributed by the Office of Admissions when applicants are accepted. Application for housing should be made as early as possible following acceptance. All inquiries about housing should be directed to the Business Office.

A limited number of seminary housing units are accessible to the physically handicapped. The Business Office should be contacted about such housing.

A student who has entered into a lease agreement for a seminary housing unit for a term, but who has not yet occupied the unit, is responsible for payment in full unless written notice that the unit will not be used is given to the Vice President for Business and Finance at least two weeks before the first day of classes. In that case, no rent will be charged for that term. In other cases, a refund amount may be given upon the initiative of Columbia.

### *Single Students*

Both single rooms and suites are available in the seminary's residence halls. While there are several unfurnished single rooms in Florida Hall, most single rooms on campus are fully furnished except for linens. Virtually all single rooms in Simons-Law Hall have connecting baths. Suites of two rooms with private bath are either fully furnished or unfurnished.

Students who live in single rooms and suites are required to participate in the seminary's standard board plan (18 meals per week).

Single students also have access to efficiency apartments (mentioned below) if such units are not assigned to married students.

### *Married Students without Children*

While married students without children are welcome to live in suites, most prefer to reside in efficiency apartments which include cooking facilities. Students living in efficiencies need not participate in the standard board plan.

### *Students with Children*

One, two, three, and four bedroom apartments are available for students with children. Most of these apartments are equipped with washer/dryer hook-ups. The seminary does not provide refrigerators in these apartments.

## HOSPITALIZATION INSURANCE

Each basic degree student is required to carry some form of hospitalization insurance acceptable to the seminary. Students may purchase group insurance which is offered to the student body, or they may purchase insurance through other sources. Presbyterian students who are inquirers or candidates of their presbyteries' Committees on Preparation for Ministry are eligible to participate in the major medical plan of the Board of Pensions of the Presbyterian Church (USA).

Any student who has not shown proof of coverage to the Office of Student Life by the Monday following the first week of an academic term is subject to enrollment in the policy offered by the seminary. In this event, the insurance premium will be charged to the student's account.

An international student and all accompanying family members in the United States on J or F visas enrolled in any program of the seminary are required to carry the school-sponsored hospitalization insurance approved by the Immigration and Naturalization Service. Once a student is accepted and confirmation of arrival in the United States is made, the insurance application will be submitted and charged to the student's account. Insurance is renewed on an annual basis and remains in effect as long as the student is enrolled at the seminary.

## FINANCIAL AID

The seminary grants financial aid to eligible full-time basic degree students. Eligibility is based upon need as determined by the seminary's financial aid policies. Students applying for financial aid complete a Columbia Seminary financial aid application, which provides an estimate of their income and expenses, and a Free Application for Student Aid (FAFSA) form. The difference between a student's income and expenses, as calculated from the established expense norms, constitutes the financial need of the student. After financial need is calculated, financial aid is awarded in the form of work-study and a grant.

Students who withdraw from the seminary or become part-time students during a term forfeit their right to financial aid for the term in which such action is taken.

New students planning to attend Greek School must submit the seminary's financial aid application form and mail the FAFSA by June 1. New students entering in the fall must submit the financial aid application forms and mail the FAFSA by August 1. Students entering in the winter term or spring semester must apply for financial aid no later than four weeks prior to the first day of classes.

Returning students are required to complete and mail the FAFSA by April 21 and return the seminary's financial aid application by April 27.

All students should submit applications as early as possible since awards are made as applications are received and are contingent upon the availability of funds.

Persons interested in more detailed information about the basic degree financial aid program offered by Columbia Seminary should contact the Financial Aid Office.

A limited amount of financial aid is available for advanced degree students. Information on such aid is available in the Advanced Studies Office.

### *Federal Stafford Loan Program*

The Federal Stafford Loan Program is made available under the Higher Education Act of 1965 and regulated through federal and state agencies of Departments of Education so as to comply with subsequent amendments governing Title IV monies. This program is designed to provide loans to students enrolled in education beyond high school. Institutions such as Columbia Seminary assist students with the application process by determining the student's eligibility and need for the loan and by certifying the student's satisfactory participation in the course of education for which

the monies are borrowed. The loans to students are made primarily by commercial lending institutions. The Stafford Loan Program provides preferable interest rates and delays repayment of loans until after the student graduates or terminates the course of studies. An eligible student enrolled at Columbia may seek a loan within the state of Georgia or from a lending institution within the student's legal state of residence. Information pertaining to application procedures and policy regulations for a Stafford Loan at Columbia may be obtained from the Financial Aid Office.

To maintain eligibility for loans and deferment of prior loans, a student in an eligible degree program must continue to be classified as at least half-time and be making Satisfactory Academic Progress as determined by the seminary's Satisfactory Academic Progress Policy. Copies of this policy are available from the Registrar's Office and the Financial Aid Office.

If a recipient of Title IV loan funds does not complete the period of enrollment for which a loan application was certified, or changes enrollment status to less than half-time, and a portion of loan funds was applied to seminary fees (tuition, room, and/or board), in accordance with federal regulations the seminary must return to the Title IV programs within thirty days of the determined date of withdrawal or change in enrollment status the difference between the student's earned and un-earned Title IV loan assistance. A student "earns" Title IV loan funds in direct proportion to the length of time enrolled. The student will be billed for any resulting amount owed the seminary.

Changes in enrollment status such as dropping a class and changes in financial assistance may also affect loan eligibility.

The funds are returned to the Title IV loan programs in the following order:

1. Unsubsidized loan program if an unsubsidized loan was certified
2. Subsidized loan program

### *Veterans Administration Benefits*

Certification for V.A. benefits is handled through the Office of Student Life.

## SCHOLARSHIPS

### *Columbia Scholarships*

Qualified men and women planning to attend seminary are encouraged to apply for a Columbia Scholarship. This scholarship is for persons accepted into the M.Div. program who have exhibited exceptional academic and leadership abilities during their undergraduate studies and in community involvement and church commitments.

The Admissions Committee may award up to six Columbia Scholarships for Greek School and the following academic year. The scholarship covers tuition, room, and board at the single student rate. A Columbia Scholarship may be used for expenses while in residence at the seminary as well as for SM210 and I241.

A Columbia Scholarship will be renewed for succeeding years if the recipient maintains full-time status, retains a 3.60 cumulative grade point average, and continues to show outstanding potential for ministry.

Applicants must be citizens of the United States or Canada. A scholarship application and a personal interview are ordinarily required. Application is made through the Office of Admissions. A scholarship application must be received no later than March 15. Announcement of Columbia Scholarship awards will normally be made by April 15.

Recipients who show need over and above a Columbia Scholarship Award may be granted financial aid. Such financial aid will include a work-study assignment.

Those applying for Columbia Scholarships will automatically be considered for other scholarships and financial aid if they are not awarded Columbia Scholarships.

### *Honor Scholarships*

A number of Honor Scholarships have been established at the seminary for full-time M.Div. students. Several are awarded annually by the Admissions Committee to first year students on the basis of academic achievement, leadership in the church and on campus, and demonstration of outstanding promise for the ordained ministry.

An Honor Scholarship covers tuition for Greek School and the following academic year. The scholarship will be renewed for succeeding years if the recipient maintains full-time status, retains a 3.40 cumulative grade point average, and continues to show outstanding potential for ministry. The scholarship may be used for tuition while in residence at the seminary as well as for SM210 and I241.

Application is made through the Office of Admissions. A scholarship application and a personal interview are ordinarily required. A scholarship application must be received no later than March 15. Announcement of Honor Scholarship awards will normally be made by April 15.

Recipients who show need over and above an Honor Scholarship award may be granted financial aid. Such financial aid will include a work-study assignment.

### *Merit Scholarships*

A number of Merit Scholarships are given each academic year to full-time M.Div. students. They vary in amount from \$1,000 to full tuition for the fall, winter, and spring terms.

Merit Scholarships for entering students are awarded annually by the Admissions Committee on the basis of academic achievement, leadership ability, and potential for ministry. These scholarship are not automatically renewed in succeeding years.

Merit Scholarships are also awarded each spring to returning M.Div. students. The awards are made by the Basic Degrees Committee based upon the same criteria used for entering students.

Merit Scholarships may be used for tuition while in residence at the seminary as well as for SM210 and I241. A recipient who shows need over and above a Merit Scholarship award may be granted financial aid. Such financial aid will include a work-study assignment.

### *Racial/Ethnic Scholarships*

Eligible full-time basic degree students are awarded Racial/Ethnic Scholarships at the beginning of each academic year.

## *Columbia Friendship Circle Scholarships*

A number of scholarships are funded annually by the Columbia Friendship Circle. These scholarships are awarded to PC(USA) M.Div. degree students by the Basic Degrees Committee upon nomination by the President and Dean of Students in consultation with the Office of Development and Seminary Relations.

The following criteria are used in making nominations: The student must be a second or third year student (fourth year if the student has been involved in a year-long internship); have demonstrated both a strong commitment to God's call and diligence in studies at Columbia Seminary; be a parent with family responsibilities; and have demonstrated financial need.

Recipients who show need over and above the Columbia Friendship Circle Scholarship may be eligible for additional financial aid. Such financial aid will include a work-study assignment.

### TUITION, FEES, AND OTHER CHARGES EFFECTIVE JULY 1, 2001

#### MASTER OF DIVINITY AND MASTER OF ARTS DEGREE CANDIDATES

##### *Tuition*

|        |                                           |
|--------|-------------------------------------------|
| \$ 750 | Per unit                                  |
| 375    | Audit fee per unit                        |
| 1,500  | Essentials of Greek (Summer Greek School) |

##### *Supervised Ministry Fees*

|        |          |
|--------|----------|
| \$ 750 | Per unit |
|--------|----------|

##### *Other Fees*

|        |                                                                  |
|--------|------------------------------------------------------------------|
| \$ 125 | I241 Alternative Context, Atlanta (plus 1 unit course fee)       |
| 250    | I241 Alternative Context, Other U.S. (plus 1 unit course fee)    |
| 550    | I241 Alternative Context, International (plus 1 unit course fee) |

#### ADVANCED DEGREE CANDIDATES AND OCCASIONAL STUDENTS

##### *Tuition*

|        |                                           |
|--------|-------------------------------------------|
| \$ 290 | Per credit hour                           |
| 145    | Audit fee per credit hour                 |
| 1,500  | Essentials of Greek (Summer Greek School) |

##### *Supervised Ministry Fees*

|        |                                                 |
|--------|-------------------------------------------------|
| \$ 620 | SM610, SM680, SM681, SM682, SM683, SM684, SM685 |
|--------|-------------------------------------------------|

##### *Other Fees*

|        |                                                                                                                  |
|--------|------------------------------------------------------------------------------------------------------------------|
| \$ 825 | ATA401 Seminar on Ministry                                                                                       |
| 415    | ATA401e (First Session)                                                                                          |
| 415    | ATA401e (Second Session)                                                                                         |
| 825    | ATA496 Doctoral Project                                                                                          |
| 125    | D.Min. and Th.M. extension fee (first time)                                                                      |
| 250    | D.Min. and Th.M. extension fee (second time)                                                                     |
| 50     | Administrative and library fee (Advanced degree candidates only; does not apply to students enrolled in courses) |
| 20     | Thesis binding (per copy)                                                                                        |

## FOR ALL STUDENTS

### *Other Fees*

|       |                                                                                                                            |
|-------|----------------------------------------------------------------------------------------------------------------------------|
| \$ 30 | Application fee                                                                                                            |
| 20    | Occasional student application fee                                                                                         |
| 50    | Late registration fee (does not apply to D.Min. doctoral practicums and doctoral projects or to Th.M. thesis registration) |
| 100   | Commencement fee                                                                                                           |

### *Board*

|        |                                           |
|--------|-------------------------------------------|
| \$ 609 | Essentials of Greek (Summer Greek School) |
| 1,248  | Fall or spring term                       |
| 338    | Winter term                               |

### *Housing*

#### *Residence Halls*

|           |                                  |
|-----------|----------------------------------|
| 372-403   | Single room, Summer Greek School |
| 788-848   | Single room, fall or spring term |
| 197-212   | Single room, winter term         |
| 534-587   | Suite, Summer Greek School       |
| 1092-1196 | Suite, fall or spring term       |
| 273-299   | Suite, winter term               |
| 340-382   | Efficiency units per month       |

#### *Village Apartments, per month*

|         |            |
|---------|------------|
| 523-547 | 4 Bedrooms |
| 478-523 | 3 Bedrooms |
| 404-478 | 2 Bedrooms |
| 362     | 1 Bedroom  |

### *Payment of Fees*

Tuition, fees, room, and board must be paid to the Business Office by the deadline set at the beginning of each term.

## REFUND POLICIES

### *Tuition*

Subject to the following schedule, students are entitled to refunds upon dropping a course or withdrawing from school with approval from the seminary. A course is considered dropped or a student is considered to have withdrawn from the seminary at the time the Registrar receives written notice to that effect.

#### A. Fall and spring term classes (full-term):

By the end of the:

|                  |      |
|------------------|------|
| First week       | 100% |
| Second week      | 80%  |
| Fourth week      | 50%  |
| Sixth week       | 25%  |
| After sixth week | 0%   |

B. Classes less than nine weeks and greater than five weeks in duration:

|                    |      |
|--------------------|------|
| By the end of the: |      |
| Third day of class | 100% |
| Second week        | 50%  |
| Third week         | 25%  |
| After third week   | 0%   |

C. Winter term classes and other classes three to five weeks in duration:

|                          |      |
|--------------------------|------|
| By the end of the:       |      |
| Second day of class      | 100% |
| Fifth day of class       | 50%  |
| After fifth day of class | 0%   |

D. Two week classes:

|                          |      |
|--------------------------|------|
| By the end of the:       |      |
| First day of class       | 100% |
| Third day of class       | 50%  |
| After third day of class | 0%   |

No refund of course supervision fees or of clinical pastoral education fees will be made.

*Room and Board*

A student who has entered into a lease agreement for a seminary housing unit for a term or semester is responsible for payment in full unless written notice that the unit will not be used is given to the Vice President for Business and Finance at least two weeks before the first day of classes. In that case, a 100 percent refund will be made. In other cases, a refund amount may be given upon the initiative of the seminary. A minimum charge of one month's rent will be assessed as a penalty for breaking a lease.

A student who otherwise is required to be on the seminary's board plan, but who has a sufficient medical reason for withdrawing from board status, may be granted a full refund if a written request is made to the Vice President for Business and Finance at least one week before the first day of classes. The seminary's Vice President for Business and Finance will determine the validity of an exemption from the board plan, in consultation with the seminary's Food Service Director.

If a student withdraws or drops out of school, he or she must vacate seminary housing and cease using its dining facilities or be held liable for room and board charges beyond his or her last date of attendance.

*Financial Assistance*

A student who withdraws from the seminary or becomes a part-time student forfeits any financial assistance (scholarships and financial aid) previously awarded for the term in which such action occurs.



# COLUMBIA IN SERVICE TO THE CHURCH AND ITS MINISTRY

Columbia's mission is to serve as a theological resource not only to students within degree programs, but also to pastors, lay people, and the church itself. Through ongoing programs and special events, the seminary offers opportunities for people throughout the church to grow in faith and service.

## CONTINUING EDUCATION

Continuing education opportunities for ministers and church professionals are a vital part of Columbia Seminary. These non-credit events are essential to spiritual, academic, and professional growth. Several different types of opportunities are offered.

Large, established, on-campus events offer a variety of courses. Clusters of Seminars are held in January and July for clergy wishing to have an extended time of study. Throughout the year, small events, centered around one activity or subject, are held both on and off campus. Examples are contemplative weeks at retreat centers for men and women, leadership formation seminars, workshops for the major transitions encountered in ministry and a seminar on worship and music. An overseas travel and study trip to Jamaica and Cuba is also a regular part of the continuing education program.

The Guthrie Scholars Program is a learning opportunity offered twice a year on an application basis. Guthrie Scholars are invited to the campus to pursue a topic of their choice that engages a pressing issue of the church from a Reformed perspective. All costs, except travel, are covered by the seminary. Application may be made through the Continuing Education Office.

Individual study is available to ministers who wish to spend time on the campus working in the library and consulting with a faculty member. The Director of Continuing Education will facilitate this kind of on-campus directed study. Directed readings on particular subjects provide "at-home" continuing education. A list of subjects is available from the Continuing Education Office. Once the subject is selected, books on that subject will be sent from the seminary library. The reading lists are designed by faculty members from Columbia.

A calendar of events for 2001-2002 is available upon request. For more information on continuing education opportunities, write the Director of Continuing Education.

## LAY INSTITUTE OF FAITH AND LIFE

Since 1987, the Lay Institute of Faith and Life has been equipping laity for ministry in the world and in the church. The institute offers courses, seminars, retreats, and workshops designed to help Christian lay people become better theologians and more faithful followers of Christ in all of life—home, work place, church, community, world.

Among the ongoing programs at the Lay Institute are Lay Schools of Bible and Theology offered in the fall and winter. Courses offered include biblical studies, theology, church history, ethics, and spiritual formation. Other regular programs include faith-in-the-workplace seminars, monthly study groups in theology-and-literature and

faith-and-film, and individual and juried art exhibitions. Also available are week-long and weekend classes for the Presbyterian Women's Bible study, Summer Lay Scholars Week, and Directed Study opportunities.

Students may earn certificates in the areas of spiritual formation and practical Christianity. The Institute also offers courses taught in local churches. The Institute's staff is available to consult with presbyteries and congregations in all areas of lay education.

The Lay Institute also produces a quarterly audio magazine, *701*. For more information about the Institute and its programs, write to the Lay Institute of Faith and Life.

## FAITH AND THE CITY

The Faith and the City Program seeks to nurture a spirit of mutual community, shared responsibility, and common destiny among the citizens of the Atlanta metropolitan region. However, the impact of the project is broader than the Atlanta region. Faith and the City seeks to develop the capacity for ministerial and public leadership in all clergy and clergy-in-training so that they might be leaders wherever they serve.

Through multidisciplinary curriculum enhancement, community involvement initiatives, cooperative efforts with other Columbia programs, forums, and special events, Faith and the City seeks to help Columbia's faculty, staff, and students be a part of public decisions as they are made and carried out.

Faith and the City is enriched by being a cooperative effort between Columbia Theological Seminary, Candler School of Theology at Emory University, and Interdenominational Theological Center.

## CENTER FOR NEW CHURCH DEVELOPMENT

Columbia Theological Seminary established the Center for New Church Development in 1997. The Center has a three-fold focus: teaching, research, and consultation with clergy and laity involved in the mission of beginning new congregations.

The Center provides programs, basic and advanced degree courses, and conferences. These learning opportunities are open to Columbia students, new church development pastors and their spouses, potential new church development pastors and church leaders who assist the nurture of new congregations.

The Center is currently conducting an extensive ecumenical study of new church development and new church leadership. This research will explore the effect of new church development on denominational membership growth, provide an empirical basis for a profile of a new church development pastor, and focus on different profiles of new church development leadership that may exist within racially and ethnically diverse communities.

For more information, contact the Center for New Church Development.

## INTERNATIONAL THEOLOGICAL EDUCATION

Columbia Seminary is committed to the task of preparing students for ministry in a world that is shrinking rapidly and where preoccupation with parochial concerns is no longer an option. A varied program of international education has emerged

from serious, cross-cultural dialogue with church leaders in other parts of the world. Historically, more than 70 percent of the second year M.Div. students have participated in one of Columbia's international programs. These programs include:

1. An international component for the second year course, "Alternative Context For Ministry." Students may choose to take this course in an international setting. During the 2000-2001 academic year four international alternative contexts for ministry were offered: Mexico, Jamaica, Northern Ireland and Central Europe.
2. A three-week Middle East Seminar in late May and early June.
3. Supervised ministry placements for Columbia students in Caribbean churches under the supervision of experienced Caribbean pastors.
4. Exchange programs and internships in England, Germany, Jamaica, Kenya, South Africa, Korea, Scotland, and Switzerland.
5. A joint Doctor of Ministry program with the United Theological College of the West Indies. Many of the classes are held in Kingston, Jamaica.
6. International students, faculty, and pastors working and studying on the Columbia campus.
7. A week-long continuing education event in the spring for pastors held on the campus of the United Theological College of the West Indies, Kingston, Jamaica.
8. A program on the church in China that sends members of the Columbia community to China, brings Chinese church leaders to the seminary, and organizes international conferences on the church in China.
9. A January pilgrimage to the Holy Land.

Some of these programs are part of a program coordinated by the Atlanta Theological Association. Others reflect cooperative efforts with the Presbyterian Church (USA) or with overseas denominations or theological institutions. For further information, write to the Director of International Theological Education.

### CAMPBELL SCHOLARS

The Campbell Scholars Seminar, named in honor of Columbia's former trustee and benefactor John Bulow Campbell, began in the fall of 2000. The seminar's focus is to help Columbia and the church think more clearly about the character and work of mission in the new century. Scholars and pastors from around the world are invited to participate. Dr. Walter Brueggemann, McPheeters Professor of Old Testament, convened the 2000 Campbell Scholars Seminar. The theme was "Mission of the Church in the Twenty-First Century: Mission as Hope in Action." Dr. Catherine González, Professor of Church History, will convene the Campbell Scholar Seminar, September 17 – November 9, 2001.

### EVANGELISM EMPHASIS

In 1981 Columbia Seminary initiated a program in evangelism. Under the direction of the Peachtree Professor of Evangelism and Church Growth, a program of courses for basic and advanced degree students has been developed which focuses on the church's evangelistic mission in the rapidly changing context of North America.

Students wishing to emphasize evangelism and mission are urged to include an internship (from one summer to one year) in a teaching congregation with strong missional commitments. In addition to course offerings, the program director works with the Thompson Scholars Program, a continuing education opportunity which brings to the campus pastors from the PC(USA). The 10-day intensive study experience prepares evangelism leaders for the future.

CHRISTIAN SPIRITUALITY EMPHASIS AND CERTIFICATE

Columbia offers study and growth opportunities in the spiritual life. Christian spirituality explores the relationship with God - how it is initiated, affirmed, and nurtured. Spiritual development demands that hard, ethical questions about the living of faith in a changing world be asked.

To respond to the growing interest to Christian spirituality, since 1995 Columbia has offered a Certificate in Spiritual Formation, designed for both lay people and ministers who want to encourage spiritual growth. While the work is challenging, no specific degree is required as a prerequisite. The program is designed for completion within a three-year period. Courses are offered in one-week or weekend segments throughout the year, with a total of six elective courses plus the Immersion Week, a practicum and a pilgrimage required. The following is a visual representation of the curriculum for the Certificate in Spiritual Formation over a three-year cycle:

| Fall                                         | Spring                                                                      | Summer                                                    |
|----------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------|
| Immersion Week<br>Prayer in Many Forms       | Immersion Week<br>History of Christian Spirituality                         | Spirituality and the<br>Formation of Community            |
| Immersion Week<br>New Testament Spirituality | Immersion Week<br>Spirituality of Compassion                                | Literature and Practice of<br>Spiritual Direction         |
| Immersion Week<br>Reformed Spirituality      | Immersion Week<br>Personality and Spirituality<br>Group Spiritual Direction | Teaching Spiritual Formation<br>Preparation for Practicum |

Basic degree students and their spouses may participate in offerings of the Spiritual Formation program. While a student might complete most components of the Spiritual Formation program while at seminary, at least one major component in the design of the Spiritual Formation program, the Practicum, is located in the student's first ministry setting following graduation. This program provides structure and resources to help seminarians nurture their understanding, experience, and practice of the Christian life as they prepare for the ministries to which God is calling them.

Columbia's Doctor of Ministry program offers a specialization in Christian Spirituality. Those enrolled in the program will explore their own journeys of faith and also the relation between spirituality, ministerial identity, and the church's life and mission in the world. This degree offers opportunities for personal spiritual growth and the development of leadership skills for directing retreats, workshops, and schools of prayer.

The *Journeyers* newsletter provides information on the spirituality emphasis and includes book suggestions, continuing education events, and renewal opportunities. A subscription is free.

## COLUMBIA COLLOQUIUM

Designed for both clergy and laity, Columbia's Colloquium is a major annual event which examines the life of the church. The three-day event takes place each April. Activities include worship services, lectures, and formal and informal occasions for visiting with guest speakers, faculty members, and friends. The Alumni/ae Association dinner occurs during this time. The 2001 event, April 23-25, will incorporate the inauguration of Laura S. Mendenhall as Columbia's eighth president and workshops and a symposium on the theme of Leadership in the Church in the Twenty-First Century.

## SMYTH LECTURES

The Smyth Lectures at Columbia were begun in 1911 by the bequest of the Rev. Thomas Smyth, D.D., pastor of Second Presbyterian Church in Charleston, South Carolina. The aim was to establish "a course of lectures on the fundamental principles of the Christian faith."

Dr. M. Thomas Thangaraj, the D.W. and Ruth Brooks Associate Professor of World Christianity at Candler School of Theology at Emory University, gave the October 2000 lectures. These lectures explored the question, "What in the World Is World Christianity?"

The Smyth Lectures are presented to the seminary community and are open to all ministers and lay people who wish to attend. The dates for the next Smyth Lectures are October 9-11, 2001, when the lecturer will be Dr. Michael Warren, Professor of Theology at St. John's College of Liberal Arts and Sciences, Jamaica, New York.





# COMMUNITY LIFE

Many networks of relationships and organizations, both formal and informal, shape the community at Columbia. The life of the seminary is as easily celebrated over a cup of coffee as it is in the ceremony of graduation. The following paragraphs briefly describe some of the structured events and organizations in which students participate during the academic year.

## YEARLY SCHEDULE

The academic year is composed of two long semesters of 14 weeks each and a short January term. During the summer the seminary offers a full program of supervised ministry, an eight-week course in beginning Greek, and a four-week summer session designed primarily for D.Min. students and ministers interested in continuing education.

## ORIENTATION

An orientation program which is required of all entering basic degree students and international students is held during the days preceding the regular opening of the seminary in the fall. It offers an opportunity for new students to get acquainted with one another and with student body leaders and members of the faculty. Assessment tests are administered to help new and transfer students understand how their particular educational backgrounds and experiences have prepared them for theological education.

Returning basic degree students are also required to participate in the orientation days which include activities such as a debriefing of the summer supervised ministry or intern programs, a discussion of procedures for receiving a call from a congregation, preparation for ordination examinations, and consultation with faculty advisors.

## COMMUNITY WORSHIP AND CONVOCATIONS

Worship is at the heart of Columbia. The seminary community gathers for worship each regular class day to express its thanksgiving for and need of God's grace, to hear God's word, and to pray for the church and the world. Students in their final year of the Master of Divinity program, faculty, staff, others from the seminary community, and invited guests lead worship for the community.

The sacrament of the Lord's Supper is celebrated each Friday. Each Wednesday there is a forum that leads the Columbia community in the consideration of significant issues for the church in the world, exposes it to persons from other traditions and parts of the earth, or directs it in spiritual formation. A majority of the forums are designed and led by student organizations.

In addition to regular worship services, the seminary community gathers for convocations and other special services several times during the year. At opening convocation in the fall and at graduation each spring, students are recognized for

outstanding academic work and for service to the church through the presentation of awards, prizes, and fellowships. The descriptions of these awards are given below along with a listing of recent recipients.

## STUDENT ORGANIZATIONS AND ACTIVITIES

### *Student Coordinating Council*

The Student Coordinating Council is the student government association of the seminary. It was established to initiate discussion and decisions within the student body, to respond to the needs of the student community, to coordinate student and community activities, and to oversee the work of the various student organizations. It represents the interests of the entire seminary community, i.e., students on and off campus, international students, and student families.

### *Barnabas Fellowship*

The purpose of the Barnabas Fellowship is to foster Christian fellowship and service within the seminary community, inspired and informed by the ministry of Barnabas (Acts 11:22-26). The fellowship aims to "exhort one another to remain faithful to the Lord with steadfast devotion"; explore the missional vocation of the church and each Christian; and provide opportunities for Christian fellowship and growth.

### *Black Seminarians Association*

This association's purpose is to identify and voice the unique concerns of black seminarians by creating an on-campus environment that nurtures their spiritual, intellectual, emotional, and physical needs.

### *Fellowship for Theological Dialogue*

This society was established for the purpose of encouraging every student to the highest possible scholarship. Membership is open to all students and faculty on a voluntary basis. Lectures, informal discussions with visiting lecturers, symposia by members of the faculty, and other meetings are sponsored in the interest of theological scholarship.

### *Imago Dei*

This organization's mission is to promote and support the welfare of gay, lesbian, bisexual, and transgendered people and their friends in the seminary, the church catholic, and the community at large.

### *Korean-American Student Association*

This association seeks to address the needs and concerns of Korean-American students and to serve as a voice and channel of communication on their behalf within the larger seminary community.

## *Society for Missionary Inquiry*

This society was founded in 1832 and has been an instrument through the years to promote an active interest in missions among the students and throughout the church. This group provides hospitality for international students and visitors on the Columbia campus. Through the work of the society a number of students have responded to the challenge of international missions.

## *Spouses of Seminarians*

This is an organization primarily for the spouses of regularly enrolled students. Spouses of students, spouses of faculty and staff, and other invited persons meet together for study and for the sharing of mutual concerns and interests. The Spouses of Seminarians organization also sponsors a number of events for the entire Columbia community.

## *Women's Issues in Ministry*

This organization offers support for women students as well as opportunities for dialogue about issues which are of particular concern for women in ministry. Activities include annual retreats and opportunities to attend conferences and workshops which focus on women's issues for ministry.

## ATHLETIC PROGRAM

Athletic activities are available and open to all students and their families. These activities include volleyball, football, basketball, soccer, softball, tennis, aerobics, ping pong, and golf.

## SUPPLY PREACHING

Columbia Seminary works with local congregations in making arrangements for student supply preaching. Students are generally assigned on a rotating basis to churches that have requested supply ministers.

## STUDENT HANDBOOKS

Complete information for basic degree students on matters such as housing, student services, and seminary policies and procedures can be found in the Student Handbook which is published each year. More detailed information for Th.M., D.Min., and Th.D. students can be found in the handbooks for those particular programs.

## PLACEMENT

The seminary's students find a wide range of ministry options available to them at graduation. While the majority of basic degree graduates accept calls to congregational ministries, others discover that their gifts and interests lead them into different avenues of Christian service to the church and world. These avenues include

further graduate study in one of the traditional theological disciplines, international missions, clinical pastoral education, service in a social ministry agency, chaplaincy in hospitals, schools, or the military services, campus ministry, teaching, and ministry in denominational staff positions.

A comprehensive placement program helps students explore their ministerial options. Workshops assist students as they prepare for denominational exams, compose personal information forms, prepare for interviews, negotiate calls, and plan for continuing education. Columbia's students consistently surpass the national averages on ordination exams.

The seminary maintains close ties with congregations seeking pastors and other calling agencies. Descriptive files are kept on a wide variety of ministry opportunities. Annually a senior profile booklet is distributed throughout the church. In addition, individual personal information forms are sent to congregations and agencies that request them. Each year many pastor nominating committees come to campus to interview seniors. As a result of these efforts, graduates ordinarily receive calls in a timely manner.

The seminary's placement services are also available to its advanced degree students and alumni/ae.

#### AWARDS AND PRIZES

Through the gifts of alumni/ae and friends of the seminary, several prizes and awards have been established to recognize the outstanding academic achievements of students.

*The Wilds Book Prize* was established by Louis T. Wilds of Columbia, South Carolina, in 1917. In 1992, an addition to the fund was made by Mary Scott Wilds Hill, Annie Edmunds Wilds McLeod, Murphey Candler Wilds, and their children in memory of their parents and grandparents, Laura Candler Wilds and Louis T. Wilds, Jr. The fund provides a cash award to the graduating M.Div. student selected by the faculty for the highest distinction in his or her academic work over the entire seminary program.

*The Lyman and Myki Mobley Prize in Biblical Scholarship* has been established in memory of Donald Lyman Mobley '77 and Myki Powell Mobley (Candler School of Theology '77). It is given each year to the student or faculty member doing exemplary work in the field of biblical scholarship as it relates to the worship and work of the church.

*The Paul T. Fuhrmann Book Prize in Church History* was established in 1962 by an alumnus of the seminary to honor the late Dr. Paul T. Fuhrmann, former professor of church history. The award is made annually to the student who has shown the most outstanding achievement in church history.

*The Florrie Wilkes Sanders Prize in Theology* is given by the family of Florrie Wilkes Sanders of Atlanta, Georgia. It is awarded each year to the student presenting the best paper showing sound theological scholarship and relevance to the needs of Christian people in the contemporary world. Special attention is given to papers relating theology to the education, professions, and avocations of lay people.

*The Emma Gaillard Boyce Memorial Award* is made annually by the Rev. David Boyce, an alumnus of the seminary, in honor of his mother, a devoted music teacher, choir director, church musician, and minister's wife. It is awarded to the student writing the best paper on the creative use of music in worship.

*Abdullah Awards* of three types are made available each year by the Rev. Gabriel Abdullah, an alumnus of the seminary. One is given for the best paper setting forth a plan for the teaching of Bible in the public schools; the second is for the best paper designing a program for the development of moral and spiritual values in the public schools; and the third is for the best paper on the subject, "How to make the church school hour the most interesting hour of the week."

*The Indiantown Country Church Award* was established by the family of Mr. and Mrs. R. W. Stuckey in their honor to highlight the work of ministry in churches in rural areas. The prize is awarded annually to a student who has done outstanding work in the summer in a rural ministry.

*The Ludwig Richard Max Dewitz Biblical Studies Award* is a cash award given along with a copy of the Hebrew Old Testament to the basic degree student who prepared the best Old Testament exegesis during the academic year. A judging committee of professors of Old Testament nominates a person to the faculty for election.

*The Samuel A. Cartledge Biblical Studies Award* is given to the basic degree student who prepared the best New Testament exegesis during the academic year. A cash award is given along with a copy of the Greek New Testament. A judging committee of professors of New Testament nominates a person to the faculty for election.

*The Presbyterian Women of the Presbytery of St. Andrew Preaching Award* is given for the best sermon preached by a student during the academic year.

*James T. and Celeste M. Boyd Book Fund Award* is presented to a graduating senior as a means of encouraging and helping establish a personal theological library of books and resources.

*The C. Virginia Harrison Memorial Fund Award* is presented to a rising senior who is conscientious, responsible, hard working, and in need of financial assistance. The president, in consultation with the secretary to the president, selects the recipient of this award.

*The Columbia Leadership Award* is given to a graduating senior who shows promise of providing outstanding leadership to the church. The recipient will have demonstrated unusual leadership qualities at Columbia as well as spiritual depth and integrity.

*The William Dudley Fund Award* is presented to two Master of Divinity seniors who have evidenced achievement, interest, and commitment in evangelism and church growth. The award is to be used within a five-year period for continuing education or graduate study in evangelism and church growth at Columbia Seminary.

*The Harold J. Riddle Memorial Book Award* is presented to one or more seniors, selected by the faculty in consultation with the pastoral care faculty, who show highest distinction in the field of pastoral care, especially in the area of terminally ill patients.

*The Florie S. Johnson Award* was established by the family of Florie S. Johnson in memory of their mother, who was a devoted teacher committed to lay ministry through the church of Jesus Christ. The award is given to a senior who presents the best paper setting forth a plan for pastoral care to the aging and who shows promise of providing such ministry in a parish setting.

*The George and Sally Telford Award* is designed to recognize each year an outstanding graduate in the Doctor of Ministry program. The award will be granted to a graduating D.Min. student who shows exceptional ability for congregational leadership with an emphasis on social justice issues and vision for the church.

### GRADUATE FELLOWSHIPS

Each year the seminary awards one or more fellowships to outstanding graduates completing the M.Div. degree. The purpose of these fellowships is to recognize superior intellectual achievement demonstrated during the course of the regular seminary program and to provide a modest support for graduate work beyond the first professional degree. They must be used toward an accredited master's degree or doctoral graduate degree program in which the recipient engages in the scholarly pursuit of an academic theological discipline.

*The Harvard A. Anderson Fellowship* was established in 1983 by the Rev. and Mrs. Harvard A. Anderson of Orlando, Florida. This fellowship is awarded to the graduate determined by the faculty to have the greatest potential for future academic achievement.

*The Fannie Jordan Bryan Fellowships* were established through a generous legacy left to Columbia Theological Seminary by the late Mrs. Fannie Jordan Bryan of Columbia, South Carolina.

*The Columbia Friendship Circle Graduate Fellowship* is awarded to outstanding graduates who have completed the Master of Divinity degree. The purpose of the fellowship is to recognize superior achievement and to provide support for further study.

*The Columbia Graduate Fellowships* were initiated by the Class of 1941.

*The Anna Church Whitner Memorial Fellowships* are given periodically from a legacy left to the seminary in 1928 by the late William C. Whitner of Rock Hill, South Carolina, in memory of his mother.

*Emma Gaillard Boyce Graduate Fellowship* was established through a legacy left to Columbia Theological Seminary by the late Mrs. Emma Gaillard, and is awarded to a graduating senior or clergyperson who enrolls in a graduate program of music and/or worship.

## PRIZES, AWARDS, AND FELLOWSHIPS FOR 2000

*Wilds Book Prize*

Amy Erickson

*Paul T. Fuhrmann Book Prize in Church History*

Connie Weaver

*Indiantown Country Church Award*

Lucy Youngblood

*Ludwig Richard Max Dewitz Old*

*Testament Studies Award*

Jonathan Kaplan

*The Samuel A. Cartledge Biblical Studies Award*

Jonathan Kaplan

*The Emma Gaillard Boyce Memorial Award*

David Parker

*Presbyterian Women of the Presbytery of St. Andrew Preaching Award*

Amy Erickson

*James T. and Celeste M. Boyd Memorial*

*Book Fund Awards*

Keith Morrison

Jeanette Pinkston

Christine Tiller

*The C. Virginia Harrison Memorial Fund Award*

Anne Apple

*Columbia Seminary Leadership Award*

Robert Alexander

*William Dudley Award for Evangelism and Church Growth*

Robert Laukoter

*Harold J. Riddle Memorial Book Award*

Annette Rogers

*Harvard A. Anderson Fellowship*

Amy Erickson

*George and Sally Telford Award*

Augustus Succop

*Columbia Graduate Fellowship*

Jonathan Carroll

*Columbia Friendship Circle Graduate Fellowship*

Cynthia Montgomery





# CURRICULUM AND COURSES

The teaching program at Columbia is arranged in four areas: biblical, historical-doctrinal, practical theology, and supervised ministry. Interdisciplinary courses, which combine studies in two or more of these areas, are also taught in the degree programs. While classroom instruction is foundational to all degree programs, the goal is to equip students to continue their education independently. The resources of the library, the structure of course work, and independent study courses encourage realization of that goal.

*Biblical Area* studies seek to provide students with the necessary skills and tools to interpret the Bible with faithfulness, integrity, and imagination for a world that is much different from that in which the books of the Bible were written. To this end, biblical area courses focus on the languages (Hebrew and Greek), history, cultures, and world views of the ancient Mediterranean peoples, in order to clarify how the Bible spoke to those to whom it was first addressed. At the same time, biblical area courses give students the opportunity to practice appropriate and creative means of hearing Scripture anew today, in our own cultural and historical contexts, so that it may continue to speak to us and to our world in fresh and powerful ways.

*Historical-Doctrinal Area* studies help students understand the past as a means of comprehending the present. Students engaged in these studies also struggle to form their own theology and to discover what it means to be Christian in today's world. Since Columbia stands within the Reformed tradition, historical-doctrinal studies are concerned not only with right thinking, but also with the relation of Christian faith and doctrine to all arenas of life. Therefore, studies in this area engage students in consideration of the social, political, economic, and cultural life of today in the United States and across the world. In historical-doctrinal studies students acquire the tools they will need throughout their lives for dealing theologically with themselves and the world around them, tools that will enable graduates to lead the church in a prophetic and reconciling way as it works out its mission in the world.

*Practical Theology Area* studies center on the functioning of the theologian as a minister with a concern to train students to be ministers and to lead other persons in ministering. Studies in this area consider the dynamics of the minister's role as pastor, evangelist, leader of worship, preacher, teacher, and administrator. Since the shape of the ministry of tomorrow is not fully known, the concern of these studies is to train students to understand the issues involved, to help them see their own strengths and weaknesses, and then to develop a flexibility that will enable them to take their biblical and theological understanding and deal with whatever issues they face during their ministry.

*Supervised Ministry* serves an integrative function for the curriculum. Students are involved in the actual practice of ministry under competent supervision. Through experiential, relational, and inductive learning, students explore the forms, styles, contents, and concepts of ministry. Not only do the students put into practice what has been learned through studies in the biblical, historical-doctrinal, and practical theology areas, but these studies are integrated with the practice of ministry and the personhood of each student.

## COURSES OF INSTRUCTION

Listed on the following pages are the courses taught by the faculty of Columbia Theological Seminary in 2000-01 and 2001-02. Changes in faculty situations and in student needs inevitably will necessitate modification of course offerings from term to term.

The faculty reserves the right to modify individual course requirements within a degree program. Such changes will be effective the next time such courses are offered or at a later date as determined by the faculty. Degree programs and their major requirements will remain unchanged for students entering that program, but changes may be made at any time to be effective for all entering students in the next academic year.

The designation of units within the course descriptions listed below applies to students within the M.Div. and M.A.(T. S.) programs. For further details on the unit system, see the Columbia Calendar and Unit System on page 10. Students in advanced degree programs use the credit system. A one unit course ordinarily is equal to three credits.

Descriptions of courses which can be taken as electives within the M.Div. curriculum contain pedagogical objective designations within brackets (e.g., {K, T, ML}). These letters correspond to the six pedagogical objectives which are described on page 7.

The letter in the course designation is determined by the area in which it is offered: B for Biblical; HD for Historical-Doctrinal; P for Practical Theology; I for Interdisciplinary; and SM for Supervised Ministry. Courses whose numbers are prefaced by ATA are offered by the Atlanta Theological Association. The hundred's digit refers to the level of the course and whether it is required for the Master of Divinity degree program or elective:

100s are required courses ordinarily taken in the first year of study.

200s are required courses ordinarily taken in the second year of study.

300s are required courses ordinarily taken in the third year of study.

500s are elective courses designed primarily for first and second year students but open to advanced students by permission of the instructor.

600s are elective courses designed for advanced students (third year and graduate students) but open to others when prerequisites have been met, space is available, and permission has been given by the instructor.

700s are off-campus electives at advanced level.

The middle digit of a course number identifies the particular academic discipline within the area, except in Interdisciplinary and Supervised Ministry courses.

## BIBLICAL AREA

Faculty: Walter Brueggemann, Charles B. Cousar, Elizabeth Johnson, Kathleen O'Connor, Stanley P. Saunders, Christine Roy Yoder (chair)

### REQUIRED COURSES FOR THE M.Div. DEGREE

#### **B021     Essentials of Greek**

*Johnson or Staff*

Provides an intensive study of the essential elements of Koine Greek grammar, syntax, and vocabulary preparatory to reading the Greek New Testament. Required of all students who have not taken Greek in college or passed the Greek qualifying exam.

*2 units / 6 credits*

#### **B141     Survey of the Old Testament**

*O'Connor/Yoder*

A study of the Old Testament with special attention to its literary development and theological content as viewed against the background of the history and religion of ancient Israel.

*1 unit / 3 credits*

#### **B153     Exegesis of the New Testament**

*Cousar, Johnson, or Saunders*

Material from the Greek New Testament, ordinarily a letter of Paul, is read and interpreted, with particular attention to the methods and resources of exegesis and to the document's place within the New Testament and the life of the early church. Prerequisite: B021.

*1 unit / 3 credits*

#### **B161     Survey of the New Testament**

*Johnson/Saunders*

Examines the various types of literature in the New Testament, with special attention to the literary character and theological content of books. Documents are viewed in light of first-century history and culture.

*1 unit / 3 credits*

#### **B222     Introductory Biblical Hebrew**

*Yoder*

An intensive study of the essential elements of Hebrew grammar, syntax, and vocabulary preparatory to reading and studying exegetically the Hebrew Old Testament.

*1 unit / 3 credits*

#### **B233     Exegesis of the Old Testament**

*Brueggemann, O'Connor, or Yoder*

Engages in reading and exegesis of selected Old Testament passages that are significant for an understanding of the nature of ancient Hebrew literature and the faith of Israel. Attention given to the relevance of these texts for Christian theology and to their use in the preaching and teaching ministry of the church. Prerequisite: B222.

*1 unit / 3 credits*

### ELECTIVE COURSES

#### *General and Background*

#### **B514     Intertestamental Period**

*Staff*

An investigation of the history of the Jewish people from the return from exile to the birth of Christ. Emphasis upon the literature (both canonical and non-canonical) of this period against the background of social, economic, political, and cultural events. Attention given to the rise of Jewish sects. Prerequisite: B161. {K, T}

*1 unit / 3 credits*

#### **B614     Reading Biblical Narrative**

*O'Connor*

Explores several short Old Testament narratives while discussing and developing sensitivity to such storytelling strategies as character development, narrative voice, plot, repetition, suspense, narrative gaps and timing, irony, and ambiguity. Similarities to and differences from modern Western stories are also explored. {K}

*1 unit / 3 credits*

**B615 New Testament Ethics***Saunders*

Examines the moral world of the first Christians, with emphasis on social power in community, sexuality, relations between men and women, and relations between Christians and the non-Christian world. Focuses on passages from the letters of Paul and selected Gospel texts to discern how they can help shape a distinctively Christian ethos in the modern world. Prerequisites: B153 and B161. {K, T, ML}  
 1 unit / 3 credits

**B616 Women and the Old Testament***O'Connor*

Examines contemporary discussions about the relationship of the Bible to the diverse lives of women. Studies selected Old Testament texts as well as international feminist scholarship to investigate the Old Testament as both problem and resource for believing women and seeks ways of reclaiming texts for mission/ministry. {K, T, ML}  
 1 unit / 3 credits

**B617 Cross Cultural Readings of the Old Testament***O'Connor*

This class studies selected Old Testament texts using interpretations from around the globe. Its purposes are: to make us more precisely aware of how our own contexts both illuminate and limit our interpretations and to expose us to contextual realities and interpretations of other peoples. {K, C, ML, CB}  
 1 unit / 3 credits

**B619 Old Dangerous Texts for New Dangerous Times***Brueggemann*

Studies ways to respond to the new interpretive situation in which the U.S. church finds itself. Takes a historical approach to theological-interpretive methods and models in Old Testament theology. Specific texts are studied with attention to the capacity of the church to re-discern and re-imagine the character of the God of biblical texts. {K, T, ML}  
 1 unit / 3 credits

*Ancient Languages***B527 Greek Reading***Cousar or Saunders*

Builds upon elementary Greek grammar and basic exegesis in preparation for additional courses in exegesis, for biblical electives, and for ordination exams. Prerequisite: B153. {K}  
 1/2 unit / 1 1/2 credits

**B621 Hebrew Reading***Yoder*

Selected texts from the Hebrew Old Testament are read with a view to increasing a student's facility in the use of the language. Special emphasis on grammatical structures and vocabulary. Permission of the instructor is required. {K}  
 1/2 unit / 1 1/2 credits

**B622 Biblical Aramaic***Staff*

A study of the grammatical and syntactical features of biblical Aramaic with a view to translating portions of the Old Testament written in the Aramaic language (Daniel 2:4-7:28, Ezra 4:8-6:18, 7:12-26). Prerequisite: B222. {K}  
 1 unit / 3 credits

*Old Testament Based on Hebrew Text***B633 "If You Would Hear My Voice": Exegesis of Deuteronomy***O'Connor*

Engages in exegesis and close reading of the book of Deuteronomy; attends to the book's rhetorical strategies and its political and theological intentions. Asks how/if the book is helpful in faith contexts today. Prerequisite: B222. {K, T}  
 1 unit / 3 credits

**B634 Jeremiah and the God Who Weeps***O'Connor*

A close reading of the book of Jeremiah; places the book within the history and tradition of Hebrew prophecy and analyzes the book as theological and political literature, centering

on Israel's experience of exile. Seeks to find in the book theological resources for local faith communities. Prerequisite: B222. {K, T}  
1 unit / 3 credits

### *Old Testament Based on English Text*

#### **B542 Jeremiah**

*Brueggemann*

Considers the book of Jeremiah as it emerged from the poetry of a person to a canonical resource for an exilic community. Attention given to ways in which the book may be a theological resource for the contemporary church in the United States in its situation of disestablishment. {K, SF, ML}  
1 unit / 3 credits

#### **B543 Isaiah**

*Brueggemann*

Focuses on the expository resources in the book of Isaiah in relation to the current crisis in the church. Attention given to the ferment of the "canonical" in current scholarship and to the "Christological openings" the church regularly finds in the book. {K, SF, ML}  
1 unit / 3 credits

#### **B544 Psalms**

*Brueggemann*

Explores the faith resources offered in the book of the Psalms; focuses on the points of contact between the poems and current life situations. Considers the God who is addressed in the Psalms, the difference these prayers make in one's daily life, and the interrelatedness of the Psalms to daily pastoral crises and use in liturgical settings. {K, SF, ML}  
1 unit / 3 credits

#### **B646 Pentateuch**

*Brueggemann*

Reviews recent scholarship on the Pentateuch and considers the Pentateuch as the foundational document of Jewish and Christian faith. Looks at methods that serve the theological-interpretive task. {K, T}  
1 unit / 3 credits

#### **B647 The Wisdom Literature**

*O'Connor*

Examines the books of Proverbs, Job, and Qoheleth as theological resources for mission/ministry today; places these books in the context of other ancient Near Eastern literature and briefly considers the Song of Songs, Sirach, and Wisdom of Solomon. Attention given to creation themes and to the enigmatic character of female wisdom. Prerequisite: B141. {K, T}  
1 unit / 3 credits

#### **B648 Lamentation and Weeping in the Old Testament**

*O'Connor*

Studies Psalms of lament, Jeremiah's confessions, and the book of Lamentations as resources for mission/ministry today. {K, T, ML}  
1 unit / 3 credits

#### **B649 God in the Whirlwind: The Book of Job and the Practice of Ministry**

*O'Connor*

Explores the Book of Job in close readings and considers it from numerous theological perspectives, addressing relationships of the book's theological visions to the practice of ministry. {K, T, ML}  
1 unit / 3 credits

### *New Testament Based on Greek Text*

#### **B552 Gospel of John**

*Cousar*

A literary and theological study of the Gospel of John and its implications for use in preaching and ministry. The structure of the course allows students to work with either the Greek or English text. Prerequisite: B153. {K, T}  
1 unit / 3 credits

#### **B651 The Gospel According to Matthew** *Saunders*

A detailed examination of Matthew, the favorite Gospel of the early church, with emphasis on ways contemporary Christians, especially those dealing with fear, violence, and rapid cultural transition, might read, and be read by, this version of the Jesus Story. Prerequisite: B153. {K, T}  
1 unit / 3 credits

**B669 The Shorter Letters of Paul**

*Cousar*

Examines exegetically Philemon and Philippians. Prerequisite: B153. {K, T, ML}

1 unit / 3 credits

*New Testament Based on English Text*

**B662 The Gospel Parables**

*Staff*

Examines the nature of the parable form; the history of the interpretation of the parables; the meaning of the parables in the context of Jesus' ministry and in the theology of the individual Evangelists; literary criticism and the representation of the meaning of the parables. Prerequisite: B161. {K, T}

1 unit / 3 credits

**B663 Colossians and Ephesians**

*Staff*

A literary, exegetical, and theological study of Colossians and Ephesians and their relationship to the Pauline corpus. Greek is not required but will be useful. {K, T}

1 unit / 3 credits

**B665 Epistle to the Romans**

*Cousar*

Investigates the Letter to the Romans in the context of Pauline theology, with attention to rhetorical strategies employed in the letter and to the critical theological issues raised. While class sessions are primarily based on the English text, students wishing to pursue the Greek text may do so. Prerequisite: B161. {K, T}

1 unit / 3 credits

**B667 Second Corinthians**

*Johnson*

An exegetical investigation of the letter with special attention to issues of pastoral identity and money. {K, T}

1 unit / 3 credits

**B668 First Corinthians**

*Staff*

Combines interpretation with a thematic treatment of such topics as unity and division, sexual morality, the Lord's Supper, the gift of

the Spirit, and death and resurrection. Attention given to Pauline perspectives and culturally (e.g., Paul's and North American culture) contextual exegesis with a focus on contemporary issues such as pluralism, sexual liberation, political infighting, individualism versus communalism, and problems of pastoral ministry. {K, T, ML}

1 unit / 3 credits

*Biblical Theology*

**B573 Old Testament Theology**

*Brueggemann*

An investigation of major theological themes within the traditions of the Old Testament. Special attention given to fresh methods of relating the biblical material to contemporary understandings of the nature of human life. {K, CB, T}

1 unit / 3 credits

**B672 Death of Jesus**

*Johnson*

An examination of the wide variety of ways early Christians interpreted Jesus' death. What did they think happened when Jesus died? What did it mean to God? What did it mean for the world? Prerequisites: B161. {K, CB, T}

1 unit / 3 credits

**B673 Women's Experience in Early Christianity**

*Johnson*

Examines early Christian literature and attempts to reconstruct women's experience in the primitive church from what authors say to and about them. Attention given to theological uses of texts that address the role and status of women in family, church, and society. Prerequisites: B161. {CB, ML, T}

1 unit / 3 credits

**B574 New Testament Theology**

*Staff*

The nature of New Testament theology, the use of texts in constructive theology, and the unity and diversity of the New Testament are investigated in the light of the primary theological claims of the New Testament writings. Prerequisites: B161 and B153. {K, CB, T}

1 unit / 3 credits

**B670 Interpretive Methods, the Bible, and the Church**

*Yoder*  
Considers various methods for interpreting Old Testament texts, including literary, historical, and ideological criticisms. Attention given to the role of the reader and community, the nature of text, and the possible contributions of each method to the teaching and preaching ministries of the church. Prerequisite: B141. {CB, ML, T}  
1 unit / 3 credits

**B671 Rebuilding Our House: Community and Theology in the Post-Exile**

*Yoder*  
Explores the socio-historical and theological world of the Jewish people in the post-exile (539-331 BCE) through consideration of biblical texts and non-canonical resources of the period. Emphasizes the redefinition of the community, the role of the temple, issues of idolatry and purity, and the threat of “foreign” women and considers how the post-exile may challenge and inform understandings of the contemporary church and the practice of ministry. Prerequisite: B141. {K, CB, T}  
1 unit / 3 credits

**B674 New Testament Spirituality Seminar**

*Saunders*  
Explores topics and issues pertaining to the retrieval of the spirituality of the earliest Christians for the church today. Focuses on the intersection of culture and spirituality, central theological convictions, the experience of the Spirit, and the ways life in the Spirit involved conflict with the powers. Attempts to learn from and appropriate the spiritual traditions of the first Christians in the life of the church today. Prerequisite: B161 and B153. {K, T, ML}  
1 unit / 3 credits

**B675 The Body of Christ: Eschatology, Mission, and Church in the New Testament**

*Saunders*  
Explores the eschatological convictions and practices of the earliest Christians, especially

their understandings of their mission and the distinctive communal character of the church. Attempts to discern ways of re-appropriating within our own cultural settings the “last days” convictions, practices, and missional orientation of the earliest Christians. Prerequisite: B161 and B153. {K, T, ML}  
1 unit / 3 credits

**B678 Paul for the North American Church**

*Cousar*  
Examines the major theological themes characteristic of the undisputed letters of Paul, the literary contexts in which they arose, and their possible significance for shaping the life of the church today. Focuses on critical texts in the letters and their interpretation. {K, T, ML}  
1 unit / 3 credits

**B679 Interpretation of the Gospel of Mark**

*Saunders*  
Explores the nature of Mark’s parabolic presentation of the story of Jesus, using some of the more recent literary and sociological approaches. Students pursue a reading of the Greek text alongside critical engagement with some of the more recent interpretations of Mark. Prerequisite: B153. {K, T}  
1 unit / 3 credits

*Independent Studies*

The following courses provide an opportunity to engage in individualized work on various problems in the Biblical Area under the supervision of an instructor.

**B692 Exegetical Research in Old Testament**

*Brueggemann, O’Connor, or Yoder*  
1 unit / 3 credits

**B693 Research in Old Testament Criticism or Theology**

*Brueggemann, O’Connor, or Yoder*  
1 unit / 3 credits

**B695 Exegetical Research in New Testament**

*Cousar, Johnson, or Saunders*  
1 unit / 3 credits

**B696 Research in New Testament Criticism or Theology**

*Cousar, Johnson, or Saunders*  
1 unit / 3 credits

**HISTORICAL DOCTRINAL AREA**

Faculty: Carlos Cardoza-Orlandi, T. Erskine Clarke, Mark Douglas (chair), Margit Ernst, Catherine G. González, Charles E. Raynal, Marcia Y. Riggs, George W. Stroup

**REQUIRED COURSES FOR THE M.DIV. DEGREE**

**HD120 Introduction to Church History**

*González*

An introduction to the history of the church, including its doctrine, structure, and interaction with the surrounding culture. Considers the understanding of the life of faith in the different periods.

1 unit / 3 credits

**HD233 Christian Theology I**

*Ernst/Stroup*

An introduction to the basic doctrines of Christian faith. Attention given to classical theological paradigms in the Christian tradition, their reinterpretation in contemporary theology, and the significance of theology for the life and ministry of the church.

1 unit / 3 credits

**HD234 Christian Theology II**

*Ernst/Stroup*

The continuation of HD233. Studies the distinctive shape of classical and contemporary Reformed theology within larger Christian tradition, and the contribution of black, evangelical, feminist, and Latin American liberation theological perspectives to the life and ministry of the church in our context.

1 unit / 3 credits

**HD372 Christian Ethics**

*Douglas or Riggs*

A study of the biblical, theological, and philosophical foundations of Christian ethics for guidance in Christian decision making.

1 unit / 3 credits

**HD320 American Religious and Cultural History**

*Clarke*

A study of the history of religion in the United States. Special attention given to the complex relationship of religion to U.S. culture.

1/2 unit / 1 1/2 credits

**HD360 Introduction to World Christianity**  
*Cardoza-Orlandi*

A survey of the expansion and transformation of Christianity. Topics such as feminist theologues, inculturation, inter-faith dialogue, environmental issues, and justice and peace are considered.

1/2 unit / 1 1/2 credits

**ELECTIVE COURSES**

*General*

**HD610 Introduction to U.S. Religion and Cultural History**

*Clarke*

A study of American religious, social, and cultural traditions. Designed to give international students a historical and social context for their studies in the U.S.; to help them place their theological studies in the larger context of American society; and to explore the complex relationships between religion and culture in American life.

1 unit / 3 credits

**HD613 Cultural Anthropology for Cross-Cultural Mission and Ministry**

*Cardoza-Orlandi*

Explores the dynamics of cross-cultural, inter-cultural, and interfaith mission and ministries using cultural anthropology as a theoretical tool. Theoretical and experiential material is integrated with theological perspectives in an attempt to develop a theology for cross-cultural mission and ministry. {K, C, T}

1 unit / 3 credits

**HD615 American Cultural Issues**

*Clarke*

Explores the character of contemporary U.S. culture from a historical perspective. Critical social and cultural issues provide the primary focus, especially as these issues have influenced and continue to influence the ministry of the church. {K, T}

1 unit / 3 credits

**HD619 Black Church Studies Seminar**

*Riggs/Clarke*

Explores historical and contemporary aspects of the black religious experience in the United States. Topics may include black women and religion, the civil rights movement, and models of religious ethical leadership in the black church tradition. {K, T}

1 unit / 3 credits

*Historical Studies*

**HD626 Irenaeus and His Theological Descendants**

*González*

A study of the writings of Irenaeus and the influence of his theology on later writers in the twentieth century. {K, T}

1 unit / 3 credits

*Doctrinal Studies*

**HD530 Christian Doctrine**

*Staff*

Studies some particular doctrine of the Christian faith from the perspective of classical and contemporary Reformed theology in conver-

sation with other theological traditions. Attention given to the development of the doctrine and to its interpretation for the life and ministry of the church in the modern world. {K, T}

1 unit / 3 credits

**HD531 The Theology of Calvin**

*Staff*

An in-depth study of one or more books of the *Institutes of the Christian Religion* in the context of classical Christian theology, the development of Reformed theology, and contemporary theological thought. {K, T}

1 unit / 3 credits

**HD532 Reformed Theology: Its Shape and Development**

*Stroup*

Examines the development of Reformed theology from the early sixteenth century to the present, focusing on major Reformed theologians (e.g., Calvin, Edwards, Schleiermacher, Barth, and Moltmann) and significant Reformed documents, such as creeds and confessions. Attempts to identify the continuities and enduring convictions of Reformed theology as well as subsequent changes and developments. {K, CB}

1 unit / 3 credits

**HD533 Introduction to Theology**

*Stroup*

Theological reflections on the nature of faith. Considers questions such as What is faith? Is faith a universal phenomenon? Do all people have some kind of faith? Readings from Calvin, Kierkegaard, Barth, and Tillich. {K, T}

1 unit / 3 credits

**HD633 The Theologies of Schleiermacher and Kierkegaard**

*González*

Studies some of the major writings of these two nineteenth-century theologians. Special attention given to comparing the structure of their theologies and to their influence on twentieth-century thought. {K, T}

1 unit / 3 credits

**HD634 The Life and Work of Karl Barth***Guthrie/Busch/Ernst*

Studies intensively a section of Barth's *Church Dogmatics*. Prerequisites: HD233 and HD234. {K, T}

1 unit / 3 credits

**HD635 Post-Modernism and Christian Theology***Stroup*

Examines the major themes and voices in recent discussions about Post-Modernism and its implications for theology. Particular attention given to Derrida and Foucault. Includes discussion of the nature of theological identity, the role of doctrine, self-identity, and sexuality. {K, T}

1 unit / 3 credits

**HD636 Reading Paul Tillich***Staff*

An introduction to the life and work of Paul Tillich as a Neo-Reformed theologian. Examines the significant theological, philosophical, and cultural influences upon his life as well as his impact as a "theologian of culture"; considers ways in which he anticipated some of the transformations we now experience in a post-Christian reality. {K, CB, T}

1 unit / 3 credits

**HD637 The Theology of Paul Tillich***Kline*

A study of one or more sections of systematic theology in the context of classical Christian theology and contemporary theological thought. Involves close reading of the text and response both in brief weekly papers and two or more larger critical studies. Prerequisites: HD233 and HD234 or permission of the instructor. {K, T}

1 unit / 3 credits

**HD638 Christology***Stroup*

An examination of the understanding of Jesus Christ in Christian theology. Who is Jesus of Nazareth in the faith of the church, and what does the church mean when it calls him "Lord and Savior"? Emphasis on incarnation, atone-

ment, and resurrection and the implications of Christology for discipleship, mission, and ecclesiology. {K, T, ML}

1 unit / 3 credits

**HD639 Meet the Niebuhrs***Douglas*

A study of Reinhold and H. Richard Niebuhr. From power politics to the practice of piety, from the meaning of love to language of ministry, from the doctrine of sin to the concept of responsibility, their work serves as a series of landmarks for discussions and debates in American theology. Each brother's theological ethics are explored by comparing their respective positions on important themes and issues. {K, CB, T}

1 unit / 3 credits

**HD644 Caribbean Theology***Staff*

A study of theological work being done by Caribbean Christians to interpret the revelations and discern the purposes of God within their particular historical, ethnic, political, and cultural context. Includes an immersion experience in Jamaica or Cuba, lectures by Caribbean theologians and church leaders, and reading of representative texts. {K, C, T}

1 unit / 3 credits

**HD645 Church in China***Cardoza-Orlandi/Raynal*

Examines the history, theology, and the contemporary context of the church in China with particular emphasis given to issues of gospel and culture. {K, C, T}

1 unit / 3 credits

***Philosophical Studies*****HD551 Philosophical Introduction***Kline*

An introduction to philosophy through its history and an exploration of the relation of philosophy to theology. Recommended for first-year students who have not had a course in introduction to philosophy in college. {K, CB, T}

1 unit / 3 credits

*Mission, Ecumenics, World Christianity, and World Religions*

**HD561 World Religions and the Global Church**

*Cardoza-Orlandi*

An introduction to Hinduism, Buddhism, and Islam and their historical and contemporary relationship to Christianity. Lectures and class discussions explore the religious, theological, and missiological interpretations of the encounters of these religions with different Christian traditions (Roman Catholic, Orthodox, Protestant, and Pentecostal). {K, C, T}

1 unit / 3 credits

**HD564 Faces of Protestantism in Latin America**

*Cardoza-Orlandi*

Explores the history, development, diversity, and similarities of protestantism in Latin America and the Caribbean. Studies the dynamics of these protestantisms with Latin American liberation theology, the emergence of Amerindian and Afro-diaspora religions, and the question of authentic Christianity in the Latin American and Caribbean context. {K, C, T}

1 unit / 3 credits

**HD664 Social Theory for Ministry and Mission**

*Cardoza-Orlandi*

Examines two major social theorists, Max Weber and Clifford Geertz, to discern ways in which their insights into the nature of leadership, authority, organizational and community development, and so-called local knowledge can inform ministries and mission. Attention given to ways in which these thinkers might help bridge differences between elites and non-elites and among persons of different cultural backgrounds and practices. {K, C, ML}

1 unit / 3 credits

**HD666 Theologies from the Underside: Finding God Among the Poor of the Earth**

*Cardoza-Orlandi*

Explores the birth and development of Third World theologies, particularly in Africa, India, and Latin America. Discusses contextualization, ecology, inculturation, interfaith dialogue, and the preferential option for the poor through the readings of Mercè Oduyoye, John S. Pobee, Aylward Shorter, M.M. Thomas, Stanley Samartha, Gustavo Gutierrez, Ruben Alves, Elsa Tamez, and others. {K, C, T}

1 unit / 3 credits

*Ethics and Society*

**HD576 The Bible and Christian Ethical Reflection**

*Riggs/Saunders*

Examines the writings of biblical scholars and Christian ethicists for their understanding of the relationship between the Bible and ethics. Students develop their understanding of that relationship as well as models for the use of the Bible in Christian ethical reflection in the church. {K, CB, T}

1 unit / 3 credits

**HD670 Love and Justice**

*Douglas*

How are love (agape) and justice related? Are they opposed? Do they function in separate spheres? Are they the same? Or are they in dialectic tension with one another? Explores the many ways love and justice have been related to each other, with emphasis on the role each concept plays in the church's attempts to address social problems. {K, CB, T}

1 unit / 3 credits

**HD671 Theories of Justice and Social Policy**

*Riggs*

Critical analysis of classical and contemporary theories of justice and their implications for social policy regarding issues such as affirmative action, AIDS and drug testing, health care and welfare reform. {K, CB, T}

1 unit / 3 credits

**HD672 Figures and Themes in Liberation Ethics**

*Riggs*

Examines the ethical content of the writings of various liberation theologians and ethicists and/or the ethical dimensions of topics relevant to struggles for liberation. {K, CB, T}

1 unit / 3 credits

**HD673 The Church as Community of Moral Discourse**

*Riggs*

Explores questions of how the church can engage purposefully in ethical reflection upon contemporary social problems and issues. Guides students in preparing models of pastoral-prophetic ministry for the local church; includes lectures, discussion, and group case analysis. {K, T ML}

1 unit / 3 credits

**HD674 The Church, Ethics, and Economic Life**

*Douglas*

Seeks to discover how the church should think about money, business, and its prophetic role in society. Concentrates on the following questions: Can the church afford not to think of itself as a business? Or would thinking of itself as a business mean it no longer could think of itself as a church? {K, T, ML}

1 unit / 3 credits

**HD677 Feminist/Womanist Ethics**

*Riggs*

Examines historical, sociological, and theological bases of feminist and womanist ethics. Explores questions which compare and contrast feminist and womanist understandings of the nature of gender oppression, socio-religious ethical issues in the analysis of sexism, and the purpose and tasks of a movement against sexist oppression. {T, CB}

1 unit / 3 credits

**HD678 Readings in Contemporary Christian Ethics**

*Riggs*

Studies the writings of several recent ethicists with special attention to their methods and

sources in "doing ethics." Examines, in contemporary writings, perennial themes, such as the relationship between love and justice, particularism and universalism, religion and morality, and personal and social ethics. {K, CB, T}

1 unit / 3 credits

*Independent Studies*

The following courses provide an opportunity to engage in individualized work on various topics in the Historical-Doctrinal Area under the supervision of an instructor.

**HD691 Independent Study in Church History**

*Clarke or González*

1 unit / 3 credits

**HD692 Independent Study in Theological German, French, or Spanish**

*Staff*

1 unit / 3 credits

**HD693 Independent Study in Theology**

*Ernst or Stroup*

1 unit / 3 credits

**HD694 Independent Study in Christianity and World Religions**

*Cardoza-Orlandi*

1 unit / 3 credits

**HD695 Independent Study in Philosophy**

*Staff*

*Any term up to 1 unit / 3 credits*

**HD696 Independent Study in Mission, Ecumenics, and World Christianity**

*Cardoza-Orlandi*

1 unit / 3 credits

**HD697 Independent Study in Ethics**

*Riggs or Douglas*

1 unit / 3 credits

## PRACTICAL THEOLOGY AREA

Faculty: Charles L. Campbell, R. Leon Carroll, Ronald H. Cram, Anna Carter Florence, Philip R. Gehman, Darrell L. Guder (chair), J. William Harkins, Laura S. Mendenhall, Sharon L. Mook, D. Cameron Murchison, Rodger Nishioka, John H. Patton, Brian Wren

### REQUIRED COURSES FOR M.DIV. DEGREE

#### **P151 The Ministry of Worship and Preaching**

*Campbell or Florence*

An introduction to the preaching and worship ministry of the church; focuses on the preparation and delivery of sermons within the context of Christian worship and on the history, theology, and practice of worship in the Reformed and other traditions. Prerequisites: B021 and enrollment in B153.

*1 unit / 3 credits*

#### **P232 Introduction to Pastoral Care**

*Mook/Harkins*

Presents pastoral care as a ministry of the church expressed in crisis intervention, in sustaining, guiding, reconciling, and healing encounters, and in ordinary conversations.

*1 unit / 3 credits*

#### **P322 Introduction to the Theory and Practice of Christian Education**

*Cram/Nishioka*

Examines the possible relations between our understandings of God, mission, and education in today's church. Students analyze selected contemporary educational theories and practices, become familiar with basic educational concepts, and begin to develop their own practical approaches as practical theologians to Christian religious education in the church.

*1 unit / 3 credits*

### ELECTIVE COURSES

#### *General*

#### **P505 Writing Workshop**

*D. Campbell*

Designed to help students become more competent and effective writers at Columbia and in ministry. Includes a review of basics of grammar and composition and focuses on the particular challenge of writing in a theological setting. The power and function of written language in ministry is a central theme.

*non-credit*

#### **P605 E.S.L. Writing Class**

*Staff*

Specifically designed for students who have English as a second language. Focuses on the skills they need to study in any of the programs at Columbia. Includes work on listening, speaking, and reading, but the emphasis is on written work. Strongly recommended for all E.S.L. students.

*non-credit*

#### *Evangelism and Church Growth*

#### **P610 Bridging Gospel and Culture: The Transcultural Gospel in Home Mission Cultural Contexts**

*Wood*

Explores the bridges between gospel and culture from a missiological perspective and the transcultural aspects of the gospel. Emphasis on exploring cultural bridges that are faithful missional forms of gospel witness relevant to particular communities (New Church Development D.Min. specialization required course #1). Open to non-specialization students with permission of professor.

*3 credits*

**P611      Frontiers in Mission Strategy:  
Mission Strategy Planning in  
Local, Regional and National  
Contexts**

*Wood*

Examines strategies of holistic church development and new church development in particular. Missional planning in local, regional and national contexts is viewed through a case study method that critiques the church development/new church development strategy theologically and demographically (New Church Development D.Min. specialization required course #2). Open to non-specialization students with permission of professor.

*3 credits*

**P612      The North American Mission  
Field as the Context for  
Evangelistic Ministry**

*Guder*

Provides an overview of the contemporary religious situation in North America, with a focus upon the implications of this rapidly changing context for evangelistic mission. Diverse response in terms of evangelistic theology and strategy are analyzed. {ML, T, CB}

*1 unit / 3 credits*

**P613      The Missional Practice of the  
Christian Life**

*Guder*

Develops a missional understanding of the disciplines and practices of the Christian life. Examines the concept of baptism as general ordination to ministry, and thus the apostolate of the laity as the central form of Christian mission in the world. {ML, CB}

*1 unit / 3 credits*

**P614      Ecumenical Perspectives on the  
Church's Mission (Geneva)**

*Guder*

The contemporary discussion of the global mission of the church is the theme of encounters with resource persons from major agencies of the ecumenical movement in Geneva, particularly the World Council of Churches and the World Alliance of Reformed Churches. {ML,T,C}

*1 unit / 3 credits*

**P615      Leadership for Evangelism and  
Church Growth in North  
American Congregations**

*Wood*

Examines crucial selections from the literature in the field. Participants learn to analyze a congregation, develop a plan, train leadership, and give guidance to effective growth. Class sessions exhibit a shared style of learning and a high level of participation and student leadership. {K, T, ML}

*1 unit / 3 credits*

**P616      Theology of Evangelistic Ministry**

*Guder*

An investigation of diverse theological approaches to the evangelistic ministry and outreach of the contemporary church in North America. Understanding the church's identity and task as the Mission of God (Missio Dei), evangelistic ministry is explored as the center of that mission. Equips students to critique theologically various popular evangelistic methods. {ML, T}

*1 unit / 3 credits*

**P617      Strategies for Missional  
Transformation**

*Guder*

Links the theology of evangelistic ministry with pastoral practice and examines theory and methods of congregational formation which foster missional transformation. Special emphasis upon ministry in small groups, studying the Bible missionally, and missional vocation as the fundamental understanding of Christian life and practice. {ML, T, CB}

*1 unit / 3 credits*

**P618      Seminar in Evangelism and  
Church Growth**

*Guder*

Examines current issues and theological approaches that relate significantly to the church's evangelistic mandate. Offered in the spring to advanced studies. The projected theme for 2001 is "The Theology and Practice of the Missionary Congregation." {ML, T, CB}

*1 unit / 3 credits*

**P619 The Minister as Evangelist**

*Guder*

The apostolic, prophetic, pastoral, and teaching dimensions of the office of ministry are integrated around the central task of evangelistic ministry, in order to develop a theology of the minister as evangelist to and within the congregation. {SF, ML, CB}

1 unit / 3 credits

*Christian Education*

**P522 Teaching with Imagination**

*Cram*

Designed to help students develop a more imaginative approach to teaching by experiencing a variety of teaching methods. Attention given to understanding how our theology affects our methodology. {T, ML}

1 unit / 3 credits

**P523a and b Literature for Christian Children**

*Cram*

Provides students with the opportunity to read widely in the area of children's literature, and to evaluate resources theologically and educationally. Of special interest to caregivers of children, teachers, and persons who seek to establish a children's resource center in the local church; offered in cooperation with the Griffith Children's Library. {T, K, ML}

1/2 unit / 1 1/2 credits or

both sessions 1 unit / 3 credits

**P526 Parenting and the Moral Lives of Children**

*Cram*

How do Christian parents today provide appropriate moral education for their children? Studies different hands-on approaches appropriate for elementary-aged children. {K, ML}

1 unit / 3 credits

**P527 Teaching the Bible Through Liberative Pedagogy**

*Nishioka*

Too often, children, youth, young adults, and adults experience Bible study as "giving the correct answers" and "keeping questions and ideas to one's self;" they experience the teaching of the Bible as oppressive rather than liberating.

Participants study effective teaching methods and developmental theory as they explore and practice how to teach the Bible. {K, CB, T}

1 unit / 3 credits

**P622 Preschool Religious Education**

*Cram*

Through reading, class discussion, and visits to various preschools in the Greater Atlanta area, students will learn how to evaluate Christian preschool programs. This course will be of particular value to those interested in starting a Christian preschool, of evaluating existing programs, or looking for an existing quality program for children. {K, ML, T}

1 unit/3 credits

**P623 The Spiritual Lives of Children**

*Cram*

Children actively make meaning in a web of complex social relationships among household members, in school, on the playground, among friends and foes, in the doctor's office, and in front of the television. Participants consider contextual constructive theological contributions of children, with emphasis on practical implications for the local church and focus on human development, theological reflection, and learning theory. {C, T}

1 unit / 3 credits

**P624 Advanced Seminar in the Theory of Religious Education**

*Cram*

Intended for D.Min. and Th.M. students or for those who have completed P222. Attends specifically to radical approaches in adult education, the intersection of feminist studies and education, post-modern educational praxis, and cultural pluralism. {K, T, ML}

1 unit / 3 credits

**P625 Ministry with Second Generation Asian-Americans**

*Nishioka*

Considers the challenges facing pastors and educators in second generation Asian-American congregations. Examines the particular context of ministry in Asian-American congregations, with attention to youth and young

adult ministry, Asian vs. American cultures, and resolving conflicts in family and church situations. {ML, C, K}  
1/2 unit / 1 1/2 credits

**P626 Youth and Young Adult Ministry**  
*Nishioka*

Explores the youth sub-culture today and its implications for ministry, including the particular developmental challenges of youth and young adults, ministry with young people in crisis, changing family patterns, and emerging new strategies in ministry with youth. Focuses on young adults and how churches are faithfully reaching out to and including these "Gen Xers" in their congregations. {K, CB, T}

1 unit / 3 credits

**P627 Transforming the Confirmation Journey**

*Nishioka*

Seeks new ways of marking the confirmation journey as an important step in a young person's life and relationship to the church. Participants explore the various meanings of confirmation, critique a variety of current models and methods, and attempt to determine the best approach to confirmation in their future congregations. {K, CB, T}

1/2 unit / 1 1/2 credits

**P629 Christian Education in a Changing World**

*Cram/Nishioka*

How does the Church educate people to discern what God is calling them to do and be in new, complex, and challenging contexts? Through readings, field explorations, and creation of their own curriculum resources, participants explore and construct Christian educational responses to this changed and changing world. Offered with the Candler School of Theology and The Interdenominational Theological Center. Limit 6; permission of instructor required. {T, CB, ML}

1 unit / 3 credits

*Pastoral Care and Counseling*

**P539 Pastoral Care and the Aging Process**

*Staff*

Explores a variety of issues relating to the aging process and older adults. Community resources for the care of the aged are identified. Specific proposals for parish programs are developed. Throughout the course, theological dimensions of the aging process are sought. Includes a clinical component. {C, T, ML}

1 unit / 3 credits

**P633 The Development of Modern Pastoral Care**

*A.T.A. Staff*

Researches the literature, studies the personalities, and considers the historical context of the pastoral care movement in the U.S. in the 20th Century. For Th.M., Th.D., or D.Min. students; others must secure permission from professor. {K, T}

1 unit / 3 credits

**P534 Pastoral Care of Marriage and Family Life**

*Patton or Staff*

Focuses on current developments and issues in marriage and family life as these relate to ministry. Various types of ministry to marriage and family life are explored. Particular attention given to the relation of the student's own family to his or her ministry to the families of others and to a theological understanding of marriage and family life. {T, ML}

1 unit / 3 credits

**P634 Family Systems in the Congregation**

*Mook*

Uses the basics of family systems theories to examine the dynamics within families and within congregations. Attention given to exploring the student's own family system and understanding how this system, as well as the systematic dynamics of the congregation, impacts the role and functioning of the person as pastor. Issues around personal and professional boundaries are addressed specifically. Limit 8; prerequisites: at least two of the following: SM210, P232, or one unit of CPE. {K, T, ML}

1 unit / 3 credits

**P636 Pastoral Counseling in the Parish**

*Patton or Staff*

Explores the theory and practice of time-limited, individual pastoral counseling, including basic principles of psychological and theological diagnosis, treatment planning, and treatment management. Cases investigated are those typically encountered in the parish. Includes case studies, lectures, role playing, and verbal reports; explores the theological rationale of pastoral counseling. Prerequisite: Hospital practicum or CPE. {K, T, ML}

1 unit / 3 credits

**P638 Crisis Counseling**

*Staff*

Uses basic texts in crisis counseling. Training in crisis counseling is required with one of the following local organizations: DeKalb Rape Crisis Training; Women's Resource Center of DeKalb County; Georgia Council on Child Abuse. Designed to equip future ministers with appropriate crisis intervention and referral skills and to foster theological reflection on the issues raised. Prerequisite: Basic unit of CPE, introductory pastoral care course, or permission of instructor. {K, T, ML}

1 unit / 3 credits

**P639 Principles of Pastoral Supervision**

*Staff*

Researches philosophies of education, theories of learning, and methods of supervision for a ministry of pastoral supervision. For advanced degree students by permission of professor.

1 unit / 3 credits

**Worship**

**P545 Columbia Choir**

*Staff*

For students interested in learning about church music through singing in a choir. A variety of musical styles are offered each semester. Weekly rehearsals, with sectionals meeting an additional half-hour per week as needed. The choir sings in chapel on a regular basis with one major concert per year. A simple audition may be required when taking the course for credit. {ML}

1/2 unit / 1 1/2 credits

**P546 Conducting Christian Worship**

*Wren*

Develops skills for designing and leading public worship in Reformed and kindred traditions. Modules include: nature, purpose, and history of Christian worship; liturgical models, cross cultural perspectives; time and space; public presentation of scripture; visual, sonic, and kinesthetic languages in worship; and worship in today's culture. Practical work on worship preparation, leadership, and evaluation. Prerequisites: I110 and I111.

{K, ML}

1 unit / 3 credits

**P641 Hymnody, Music, and Congregational Song**

*Wren*

Explores the theological importance of congregational song, how music has meaning, the appeal of different musical styles (including classic, taize, and contemporary), and what pastors need to know about the training and skills of musicians. Attention given to music in the small church; hymnody and psalmody; the role of musical instruments; and children's and youth choirs and music programs. {K, ML}

1 unit / 3 credits

**Preaching**

**P650 Twentieth-Century Preaching: Theory and Practice**

*Campbell*

Examines the homiletical theory and practice of several important twentieth-century preachers and explores influential trends in contemporary homiletics. Building on reading and class discussion, students develop a theology of preaching and preach two sermons. Prerequisite: P151. {C, SF, ML}

1 unit / 3 credits

**P651 Preaching Workshop**

*Florence*

Provides students with an opportunity to do practical work on their preaching and explore their homiletical "growing edges." Students preach three sermons, receive critique from other students and the professor, and prepare a plan for their continued growth as preachers. Prerequisite: P151. {C, ML, T}

1/2 unit / 1 1/2 credits

**P653 The Preacher and the Poet**

*Florence*

Explores preaching as an act of poetic imagination. In a postmodern world at odds with the claims of the gospel, how can preaching invite listeners to imagine an alternative reality? Can an image be more powerful than a description? Students consider the poet's art-language, imagination, experience, and form as a resource for preaching. Includes a workshop with a working poet, and the preaching of two sermons. Prerequisite: P151 {ML, CB, T}

1 unit / 3 credits

**P654 The Testimony of Preaching  
Women in America: 1636 to the Present**

*Florence*

Examines the "women's preaching tradition" in America and one key of its identity—the ancient practice of "testimony." Through the study of more than 350 years of rich evidence for preaching women in this country, students work toward the construction of a biblical model for a women's preaching tradition based on testimony. Includes the preaching of two sermons. Prerequisite: P151 {K, CB, ML}

1 unit / 3 credits

**P656 Principalities, Powers, and Preaching**

*Campbell*

Considers the homiletical significance of what the New Testament calls the "Principalities and Powers." Biblical texts, liturgical materials, theological literature, contemporary films, and the daily newspaper serve as resources for exploring the nature of the "Principalities and Powers" and their significance for Christian preaching. Prerequisite: P151. {CB, T, ML}

1 unit / 3 credits

**P657 Preaching and Worship in the Small Church**

*Campbell/Murchison*

A year-long directed study designed for students who are serving as pulpit supplies or part-time pastors in small churches. Explores the character of ministry in the small church, focusing in particular on worship and preaching. Students discuss issues related to their ongoing ministry and receive feedback on

their worship leadership and sermons. Supported by the Presbytery of Greater Atlanta. Prerequisite: Permission of the instructor. {C, SF, ML}

1 unit / 3 credits

**P658 Narrative Preaching**

*Campbell*

Focuses on narrative preaching, which includes both story-sermons and non-story sermons that are organized around a plot. Students evaluate narrative sermons, read homiletical theory, and prepare at least two narrative sermons. Prerequisite: P151. {CB, ML}

1 unit / 3 credits

**P659 Preaching and Youth**

*Florence*

Explores how the church can engage its youth in preaching, and the prophetic word young people bring to the ministry of proclamation. Focuses on the ways in which interpretation of Scripture and preaching of the Gospel are affected by the particular needs, social location, and gifts of young people. Students prepare sermons for a variety of preaching contexts, from traditional congregations to retreat settings. Prerequisite: P151. {ML, T, CB}

1 unit / 3 credits

*Spirituality*

**P576 Spiritual Formation**

*Staff*

Based on Reformed spirituality. Seeks to ground students in a vital spirituality that will lead to a vital ministry, providing opportunities in and out of class for students to practice the particular disciplines that undergird the Reformed faith. {K, SF, CB}

1 unit / 3 credits

**P675 Further Reaches of Prayer**

*Staff*

Seeks to discern how prayer is more than words—asking and receiving. Studies how prayer, in the classical sense, encompasses all the forms of our transacting with God. Explores a number of modes of prayer that are frequently ignored and neglected. {SF, CB, T}

1 unit / 3 credits

## *Ministry and Church Administration*

### **P583 Korean-American Ministry**

*Staff*

Examines the distinctiveness of Korean-American ministry and culture to prepare students to effectively deal with the unique needs, problems, and aspirations of the Korean-American community in the United States. Students become cognizant of acculturation patterns so that they can minister to Korean-American immigrants effectively. {ML}

*1 unit / 3 credits*

### **P681 Congregational Leadership and Church Administration**

*Forney or Murchison*

Focuses on personal and organizational issues that affect leadership and administration in congregational settings. Addresses issues such as effective time management in ministry, personal financial planning, ongoing spiritual development, organizational dynamics, power and authority, communication, problem-solving, conflict and negotiation, coordinating personnel and members in mission and ministry, stewardship, and church financial management. {C, SF, T, ML}

*1 unit / 3 credits*

### **P683 Ministry Through the Year**

*Murchison*

Utilizes the framework of the liturgical calendar to orient participants to some of the primary components of ministry that occur over the course of a year of congregational ministry. Considers the special worship ministry pastors are called upon to lead and the major roles of pastoral leadership associated with various periods of the year, including stewardship, officer education, confirmation, and ministry in the public domain. {K, ML, CT}

*1 unit / 3 credits*

### **P687 Reflective Practice: Congregation and Minister**

*Carroll*

For M.Div. students who have completed or who are currently engaged in a congregation-based internship (SM210 or SM620). Assists them in developing a model of ministry connected to their experiences in the congregation; uses case material from students' internship experience. {C, CB, T, ML}

*1 unit / 3 credits*

## *Independent Studies*

The following courses are designed for students who are interested in further study beyond the regular course offerings in the Practical Theology Area. Permission of the instructor is required.

### **P691 Independent Study in Evangelism and Church Growth**

*Guder*

*1 unit / 3 credits*

### **P692 Independent Study in Christian Education**

*Cram or Nishioka*

*1 unit / 3 credits*

### **P693 Independent Study in Practical Theology and Counseling**

*Harkins, Mook, or Patton*

*1 unit / 3 credits*

### **P694 Independent Study in Worship**

*Wren*

*1 unit / 3 credits*

### **P695 Independent Study in Preaching**

*Campbell or Florence*

*1 unit / 3 credits*

### **P696 Independent Study in Communication**

*Staff*

*1 unit / 3 credits*

### **P697 Independent Study in Spirituality**

*Staff*

*1 unit / 3 credits*

### **P698 Independent Study in Ministry and Administration**

*Forney or Murchison*

*1 unit / 3 credits*

### **P699 Independent Study in New Church Development**

*Wood*

*1 unit / 3 credits*

## INTERDISCIPLINARY COURSES

### REQUIRED COURSES FOR M.DIV. OR M.A.(T.S.) DEGREE

#### **II00 M.A.(T.S.) Seminar**

*González*

Designed to assist entering M.A.(T.S.) students to focus on the vocational or personal goals they have for the degree. Required for entering, full-time M.A.(T.S.) students. Those who are part-time are expected to enroll in the seminar after they have taken at least two courses, but before they complete five courses.

*1 unit*

#### **II10 Baptism and Evangelical Calling**

*Staff*

Enables students to understand the Christian identity of all those incorporated through baptism into Christ and Christ's community in the world. Attention given to discerning how God's grace has been at work in a student's own baptism and personal history and to discerning the particular gifts of God given to each of us for Christian life and ministry.

*1 unit*

#### **II11 The Eucharist and the Church's Mission**

*Staff*

Examines the ministry of the church as it relates to the Lord's Supper and the programs of a particular congregation; seeks to learn how the church may participate in the *Missio Dei* in denominational and ecumenical efforts. Focuses on ways in which the Lord's Supper informs and empowers evangelism, a ministry of compassion, and the church's commitment to justice, peace, and stewardship of creation and life.

*1 unit*

#### **I241 Alternative Context for Ministry**

*Staff*

A combined academic and experiential study designed to deepen experience and understanding of a significantly different cultural context and the mission of the church in that context. Provides opportunity for theological reflection on the experience and its implica-

tions for ministry. Contexts may include the inner city of Atlanta, Appalachia, Mexico, Central Europe, Northern Ireland, and Jamaica.

*1 unit / 3 credits*

#### **I310 Final Things**

*Staff*

Designed to help students move toward becoming theological practitioners. Students examine who they are theologically and discern how to integrate what they have learned and believe in settings where the boundaries between theory and practice are either artificial or without meaning. Attention given to the intersection of formulating a credo and working through an issue in ministry.

*1 unit*

### *Elective Courses*

#### **I602 Preaching the Pauline Epistles**

*Cousar/Campbell*

Students examine Paul's understanding of preaching and explore the challenges and possibilities of preaching from the Pauline epistles. In addition to readings and exegesis, students preach two sermons in class. {K, T, ML}

*1 unit / 3 credits*

#### **I603 Theology of the Grotesque in the Fiction of Flannery O'Connor**

*Dietrich/Stroup*

Investigates the comic grotesque (hideously beautiful, beautifully hideous) in Flannery O'Connor's fiction and looks into the expression of the repressed and the possibility of rebirth and transformation. Special emphasis on O'Connor's Christology. {SF, T}

*1 unit / 3 credits*

#### **I605 Human Sexuality**

*Staff*

Examines issues related to human sexuality from the perspectives offered by biblical theology, Christian tradition, and contemporary human sciences. Issues include human sexual development, gender identification, marriage and family, church statements regarding sexu-

ality, sexual abuse, sexual dysfunction, and reproductive ethics. Presentations by selected authorities in the field of sexology. {K, T, ML}  
1 unit / 3 credits

**I607 Money Matters in Ministry**

*Murchison*

Explores how financial pressures bear on the lives of people in North American culture and examines how churches in this setting can minister to their members with a credible theology of money. Gives special attention to ethical issues of money facing pastors and examines major resources of the Christian tradition for faithful response to the economic issues facing the church and its members.  
3 credits

**I616 Reading Theologically: Keeping up with Media as a Discipline of Ministry**

*Dietrich*

Barth's claim that we must preach (and teach and pastor) with the Bible in one hand and the day's newspaper in the other is not yet obsolete. How do we look at the print media? Can we read a *Spin* magazine interview with gospel eyes? Why should we even try? Participants grapple with these questions and others like them. {CB, T, ML}  
1 unit / 3 credits

**I618 Presbyterian History and Polity**

*Clarke/Murchison*

Combines a study of Presbyterian history with a study of the polity of the Presbyterian Church (USA), focusing on the history of polity and the theological debates and missiological commitments that have influenced the present polity of the Presbyterian Church (USA). {K, T}  
1 unit / 3 credits

**I617 Sin and Evil in Modern Fiction and Film**

*Dietrich*

Students will look at selected 20th century novels, as well as film versions of some of them, in search of provisional answers to questions like: Can we understand evil apart from a notion of good? To what extent is evil social and/or personal? Can sin or evil ever be comic? Authors may include Flannery

O'Connor, Nathanael West, Jay McInerney, Shusako Endo, Russell Banks, and Iris Murdoch. {T,CB}  
1 unit / 3 credits

**I620 Narrative, Self, and Other: Wellness and Pastoral Care for, and by, Men in Ministry**

*Harkins*

Explores the relationship between physical, emotional, and spiritual well-being in men and the ways in which men care for themselves, even as they care for others. Focuses on personal theological narrative, spirituality, ethics, systems theory, and pastoral care, as well as readings, film, and fiction. Participants engage in the construction of a religious autobiography and attend an overnight mountain retreat. {CB, SF}  
1 unit / 3 credits

**I621 Women's Issues in Health**

*Cole/O'Connor/Riggs*

Explores the interrelationship between physical, mental, emotional, and spiritual health. The content and pedagogy of the course will draw upon personal stories; women's spiritualities; and biblical, ethical, and pastoral resources for theological reflection upon issues of women's health in the church and society. {T, SF}  
1 unit / 3 credits

**I622 "Love Your Enemies"**

*Loring/Saunders*

Explores what the New Testament says about the gospel as practices of hospitality and solidarity, especially as this might find expression on the streets of urban Atlanta. Requirements: Work with New Testament texts, reading and engagement with secondary sources, serving breakfasts to homeless people, a 24-hour street tour of Atlanta, engagement with strangers and enemies. Prerequisites: B161 and B153. {CB, ML, T}  
1 unit / 3 credits

**I623 The Historical Jesus**

*Cousar/Stroup*

Addresses the place of the historical Jesus in the theology of the church and in the life of faith. Particular attention given to the various

"quests" for the Jesus history, including the work of the Jesus Seminar, and to the relation of faith and history in the "quests." {K, T, CB}  
 1 unit / 3 credits  
 3 credits/1 unit

**I624 Preaching from the Old Testament**  
*Campbell/O'Connor*

Explores issues and possibilities in preaching from the Old Testament with a focus on selected texts of various genres and their contributions to the faith struggles in the contemporary church. Prerequisites P151 and B141. {K,T,ML}  
 1 unit / 3 credits

**I666 Apocalypse Now!**  
*Campbell/Saunders*

Explores the Apocalypse of John (Revelation) as literature of prophetic discernment, judgment, and hope for Christian communities oppressed or seduced by imperial power and piety. Examines the models Revelation offers for doing liturgy and proclamation as forms of social formation and resistance. {K,C,SF,CB,T,ML}  
 1 unit / 3 credits

**I710 Tutorials in Cross-Cultural Studies**

*Riggs*

Students and a professor study in depth a core theoretical concept and/or issue that will undergird the development of cross-cultural theologies that are interdisciplinary in content as well as methodologically. Ordinarily designed as an intensive reading course with dialogical discussion of the readings and a final paper integrating the conceptual and/or methodological insights of the topic into their theological reflection. Topic for spring, 2001: The Social Construction of Race, Gender, and Class. Doctor of Ministry course; Master of Divinity students may register with permission of instructor.  
 1 unit / 3 credits

**I691 Interdisciplinary Independent Study**

*Staff*

*Any term up to 1 unit / 3 credits*

## SUPERVISED MINISTRY

### REQUIRED COURSES FOR M.DIV. DEGREE

**SM210 Congregation-Based Internship (Basic)**

*Carroll or Staff*

For a minimum of 10 full-time weeks (or its equivalent), the student engages in the ministry of a teaching congregation, serving in a broad range of pastoral functions, and engaging in a structured process of theological reflection with a supervising pastor and lay committee. Prerequisites: I111 and P151.

*Summer (full-time) or*

*Fall/Spring (part-time) 2 units*

### ELECTIVE COURSES

**SM213 Internship in Youth Ministry**

*Carroll*

Engages the student in ministry with adolescents. Typically the intern is placed in a con-

gregation or other youth ministry organization where supervision is provided by a pastor, educator, or other experienced youth ministry professional. {C, ML}  
*Summer (full-time) or*  
*Fall/Spring (part-time) 1 or 2 units*

**SM414 Intern Year: Congregation**

*Carroll*

A full-time internship that provides an in-depth experience in the life and ministry of a teaching congregation. An experienced pastor and a lay committee, utilizing an action-reflection process for learning, supervise the ministry of the intern. Students may elect to earn one additional unit by taking an approved two-week course during the January term. Prerequisite: completion of at least 20 units. {C, ML}

*12 months (full-time) 2 units, plus option of 1 additional unit for January elective*

**SM415 Intern Year: Urban Ministry**

*Carroll*

A full year internship in one or more ministry settings. Engages the realities of the city, especially in ministry with the poor, and seeks to develop insights and skills needed for ministry in the urban context. Students may elect to earn one additional unit by taking an approved two-week course during the January term. Prerequisite: completion of at least 20 units. {C, ML}

*12 months (full-time) 2 units, plus option of 1 additional unit for January elective*

**SM416 Intern Year: International**

*Carroll*

A full year of ministry in the church in another nation. Placements with congregations, colleges, or other institutions approved by the Office of Supervised Ministry. Supervision provided by a theologically trained church leader from the host country and by a consultant familiar with the student's home context. Prerequisite: completion of at least 20 units. {C, ML}

*12 months (full-time) 2 units, plus option of 1 additional unit for January elective*

**SM417 Intern Year: Campus Ministry**

*Carroll*

A full year in ministry in a college or university context. Interns work with a church-related agency of campus ministry to serve students, faculty, and/or administrative personnel. Supervision provided by an experienced campus minister or other approved clergy. Prerequisite: completion of at least 20 units. {C, ML}

*12 months (full-time) 2 units, plus option of 1 additional unit for January elective*

**SM418 Intern Year: Independent Study**

*Carroll*

An independent study available to students who seek to gain significant experiences of ministry under supervision in specialized areas not designated above in other yearlong internships. Prerequisite: completion of at least 20 units. {C, ML}

*12 months (full-time) 2 units, plus option of 1 additional unit for January elective*

**SM610 Practicum in Clinical Pastoral Education (Basic Unit)**

*Staff*

Brings students into supervised encounters with people in order to develop pastoral identity and skills, interpersonal competence, and enhanced abilities for theological reflection. Clinically trained supervisors provide educational leadership. Placement limited to hospitals, congregations, prisons, and other institutions accredited by the Association for Clinical Pastoral Education. Meets the D.Min. requirement for Supervised Ministry. {C, T, ML}

*Any term, usually Summer 2 units / 6 credits*

**SM611 Clinical Pastoral Education (Advanced Unit)**

*Staff*

Additional units of CPE build upon the teachings of the final unit and provide pastoral education over a period of a full-year. Prerequisite: Basic unit of CPE. Note: The maximum number of units one may apply to the M.Div. degree is four. Additional units earned may be applied to another degree program. {C, T, ML}

*12-month period 2 units / 6 credits*

**SM615 Internship in Urban Ministry (Basic)**

*Carroll*

An internship in one of several ministry settings seriously engaged in realities of the city, especially in ministry to the poor; seeks to develop insights and skills needed for effectiveness in the urban context. {C, ML}

*Summer (full-time) 2 units;*

*Fall or Spring (part-time) 1 unit per semester*

**SM617 Internship in Campus Ministry (Basic)**

*Carroll*

A basic introduction to ministry in the context of a college or university community. Campus chaplain or pastor of campus-related congregation provides supervision. {C, ML}

*Summer (full-time) 2 units;*

*Fall or spring (part-time) 1 unit per semester*

**SM620 Congregation-Based Internship (Advanced)**

*Carroll*

An internship providing students with the opportunity to gain congregational experience beyond what is required in SM210. One may concentrate on a specialization, e.g., Christian education, pastoral care, social ministry, or seek a broad range of experience. Designed to develop further one's identity and competence in ministry. Prerequisites: SM210 and completion of at least 20 units. {C, ML}

*Summer (full-time) 2 units*

*Fall/Spring (part-time) 1 unit per semester*

**SM660 Internship in Criminal Justice**

*Carroll*

An internship in a prison or other institution to provide ministry to persons who are or have been incarcerated. Orientation and supervision provided by a chaplain or other professional working in the particular institution. {C, ML}

*Summer (full-time) 2 units*

*Fall or Spring (part-time) 1 unit per semester*

**SM680 Practicum: General**

*Carroll*

Designed by the D.Min. student and approved supervisor; may be done in a variety of contexts. Emphasizes ministry with a focus different from those in SM 681-685. Students engage in a ministry of the church, usually outside the student's normal setting for ministry, and utilize an action-reflection learning process with a peer group and approved supervisor.

*6 credits*

**SM681 Practicum in Preaching**

*Carroll*

D.Min. students work with a peer group and an approved supervisor to evaluate their own preaching, learn from the preaching of others, and utilize a variety of preaching resources.

*6 credits*

**SM682 Practicum in Christian Spirituality**

*Carroll*

Recommended for D.Min. students in the Christian Spirituality specialization. Involves

engagement in a ministry of the church related to spiritual formation and sharing issues and concerns in a peer group with an action-reflection process. Supervision by an approved instructor.

*6 credits*

**SM683 Practicum in Gospel and Culture**

*Carroll*

Recommended for D.Min. students in the Gospel and Culture specialization. Designed to meet the major challenges of this specialization; involves students in a ministry of the church with particular aspects of modern culture. Includes work with peer group and approved supervisor in an action-reflection process.

*6 credits*

**SM684 Practicum in Cross Cultural Context**

*Carroll*

Recommended for D.Min. students in the Cross-Cultural specialization. Students from different cultures work in pairs to experience the ministry of their colleague.

*6 credits*

**SM685 Practicum in Graduate Counseling Staff**

For graduate students in the pastoral counseling program. Includes work under supervision at a local pastoral counseling center accredited by the American Association of Pastoral Counselors; counseling center certifies achievement of the required level of performance. Ordinarily, upon completion of the practicum students will have sufficient supervision to apply for membership in the American Association of Pastoral Counselors. Limited to students in the D.Min. in Pastoral Counseling. Prerequisite: Oral examination by professors and supervisors.

*6 credits*

**SM690 Supervised Ministry: Independent Study**

*Carroll*

*Summer (full-time) 2 units*

*Fall or Spring (part-time) 1 unit per semester*

## ATLANTA THEOLOGICAL ASSOCIATION COURSES

The Th.D. and D.Min. programs consist primarily of advanced courses provided by participating schools in the Atlanta Theological Association. The 600 level courses in this catalog, together with advanced courses at Candler School of Theology, Erskine Theological Seminary, and Interdenominational Theological Center, are open to students in these programs. The following list includes other courses specifically developed for the Th.D. and D.Min. programs.

### **ATA401 Seminar on Ministry**

*Staff*

A basic seminar on ministry theory and career analysis required for all D.Min. students.  
*6 credits*

### **ATA403 Project Proposal Workshop**

*Staff*

Focuses on the theory of dissertation construction; assists students in developing project proposals and understanding the use of the library for dissertation research. Required of Columbia D.Min. students.  
*January or July for no credit*

### **ATA421 Family System in Context**

*A.T.A. Staff*

Places the family in context, historically, culturally, and socially. Assumes that in planning programs for their ministry to families and responding to family programs planned and marketed by others, both parish ministers and those specializing in counseling must place the family in context in order to think critically and evaluatively about family issues.

*3 credits*

### **ATA434 Exploring the Field of Family Therapy**

*A.T.A. Staff*

A survey course exploring the various systems of family evaluation and counseling. Special emphasis upon the works of major theorists and clinicians such as Bowen, Minuchin, Satir, Nagy, and Haley.

*3 credits*

### **ATA463 The Historical and Social Dimensions of Contemporary Pastoral Counseling**

*A.T.A. Staff*

An examination of the modern history of pastoral counseling, including its roots in theology, psychoanalysis, existential, and humanistic psychology. Th.D. core course.

*3 credits*

### **ATA471 Human Being in Context**

*A.T.A. Staff*

Theological and psychological theories of personhood are examined to assess their relevance for pastoral counseling. Th.D. core course.

*3 credits*

### **ATA473 Pastoral Assessment, Healing, and Change**

*A.T.A. Staff*

The process of transformation and change is considered from both theological and psychological perspectives. Th.D. core course.

*3 credits*

### **ATA475 Pastoral Theological Method**

*A.T.A. Staff*

The methodologies of theology and of pastoral care are examined as a means of assisting students in developing a pastoral theological method appropriate to the ministry of pastoral counseling. Th.D. core course.

*3 credits*

### **ATA476 Evaluation and Treatment in Couples Therapy**

*A.T.A. Staff*

Explores various treatment modalities of couples therapy and applies them to clinical cases. Models of intervention with couples are compared and contrasted along with comparison and contrast of relationally defined problems and issues with individual psychopathology.

*3 credits*

**ATA477 Seminar in Pastoral Supervision***A.T.A. Staff*

Provides doctoral students in pastoral counseling with the experience of pastoral supervision under the guidance of clinical supervisors. Acquaints students with the expanding literature on pastoral supervision from a variety of disciplines. Students may register for ATA477 and ATA477b.

3 credits

**ATA478 Group Therapy: Theory, Process, and Application***A.T.A. Staff*

Designed to provide a broad overview of group therapy permitting moment by moment and longer term conceptualizations of what happens in group therapy, how this affects individuals in the group, and how we may use this effect therapeutically.

6 credits per year

**ATA479 Family Development Through the Life Cycle***A.T.A. Staff*

Explores life cycle perspective on marital and family life. Different phases of family development throughout the life cycle and their impact on people entering, living in and leaving the family are explored along with developmental, situation, and nodal (divorce, retirement, and geographical uprooting) crises and events faced by families.

3 credits

**ATA481 Pastoral Counseling Research Seminar***A.T.A. Staff*

Research methodology in pastoral counseling and pastoral theology. At least two semesters of the seminar are required for Th.D. students, and they may choose to take two additional semesters of this course instead of registering for three semester hours of ATA496, Doctoral Project research. Open to D.Min. students in pastoral counseling. (Th.D. students will register for ATA481a, ATA481b, ATA481c, ATA481d for a total of six semester credits).

3 credits per year

**ATA485 Counseling Practicum***Patton and Clinical Staff*

In each term students engage in two to four hours of counseling per week under supervision. Includes assigned readings and appropriate didactic materials. Students will register for ATA485a "The Theory and Technique of Individual Counseling," ATA485b "Assessment and Treatment from the Perspective of Ego Psychology and Object Relations Theory," ATA485c "Professional Development: Working with Disorders of the Self," and ATA485d "Professional Development: The Therapist's Self" for a total of 18 semester credits. Required of Th.D. students.

9 credits per year

**ATA489 Directed Study***A.T.A. Staff*

Taken at recommendation of the adviser.

Credit as assigned

**ATA496 Doctoral Project***A.T.A. Staff*

Required of all D.Min. students. May be elected by Th.D. students instead of three credits available in ATA 481.

6 credits





# ACADEMIC NOTES AND POLICIES

The following information pertains to students enrolled in Columbia's academic degree programs. Additional policies and information related to a particular degree program may be found in the student handbook for that program.

## BASIC DEGREE STUDENTS

### *Summer Greek School*

Entering students in the M.Div. degree program are encouraged to have a reading knowledge of New Testament Greek. For those students who are not prepared in Greek, the seminary offers a two-unit course, B021, during the summer. The course runs for an eight-week period and meets each weekday morning for two hours, with small group afternoon tutorial sessions. Students who have successfully completed two years of Greek in college or who pass a Greek qualifying examination are exempt from B021.

### *Advanced Placement and Special Studies*

Students who have strong backgrounds in particular fields of the curriculum or who demonstrate unusual proficiency in their work are given opportunities for special placement or for independent work. Requests for flexibility in a student's program should be made to the Dean of Faculty. Students may be permitted advanced placement if they can satisfactorily demonstrate that they have already achieved the objectives of a given course. This means that they may be exempt from the course and permitted to take an advanced course in the area.

### *Honors Program*

Students in the Master of Divinity degree program who pass their mid-course assessment with a cumulative grade point average of 3.30 and a 3.60 average in the proposed area of study may enter the Honors Program. Waiver of these requirements is by vote of the entire faculty in the proposed area of study. Students may choose to work in the biblical, historical-doctrinal, or practical theology areas and with a particular professor. The program consists of guided study in both long semesters for a total of two units. For additional information, see the chairperson of the area of interest.

### *Ordination Exams*

Students in the Master of Divinity degree program who become candidates for ordination in the Presbyterian Church (USA) are required to take written examinations in the areas of Bible, theology, worship and sacraments, and polity. There is ample opportunity within the regular basic degree curriculum to take course work preparatory to the exams.

## *Grading for Basic Degree Students*

At the close of each term, grades are given to students according to the following four-quality points system. A grade report is sent to each student and denominational supervisor, if applicable. For Master of Divinity, Master of Arts in Theological Studies, Unclassified, Special, and Occasional students, the criteria for grading are creativity, mastery of material, skill in organizing and expressing ideas, and the ability to relate to other teachings. The grading system is:

|    |     |                         |
|----|-----|-------------------------|
| A  | 4.0 | Outstanding             |
| A- | 3.7 | Superior                |
| B+ | 3.3 | Very good               |
| B  | 3.0 | Good                    |
| B- | 2.7 | Slightly above standard |
| C+ | 2.3 | Standard                |
| C  | 2.0 | Slightly below standard |
| C- | 1.7 | Below standard          |
| D  | 1.0 | Serious deficiencies    |
| F  | 0.0 | Unacceptable            |

An E is given when a portion of the course requirements such as a major paper, an examination or a project is unacceptable to the instructor. Unless such work is completed in acceptable form within the time extension, the E becomes a final grade of F. An F is given when the total work of the course is unacceptable or when work is not completed within the term or by the conclusion of an approved extension.

Third year students may choose to take up to two units for H/S/U, with the permission of the instructor, if permission is granted at the beginning of the term.

H honors, for work of exceptionally distinguished quality.

S satisfactory, for work which represents sufficient mastery of the content of the course to merit recommendation for graduation.

U unsatisfactory, for work which represents insufficient mastery of the content of the course to merit recommendation for graduation.

## *Temporary Grades for Basic Degree Students*

Two temporary notations may be given in certain cases. "In Progress" (IP) is used for courses or independent studies that are designed to cover more than one term. "Incomplete" (Inc.) is used for late work when a written excuse has been approved by the professor and the Dean of Faculty. Neither temporary notation carries credit.

Students are responsible for completing all incomplete work, including SM210 and independent studies, within the specific time set in the granted request. These times cannot be set beyond the first class day of the winter term for the incomplete work of the fall semester, the first class day of the second week of the spring semester for incomplete work of the winter term, June 1 for incomplete work of the spring

semester, and the first class day of the fall semester for incomplete work of the summer term. For lengthy illnesses or similar reasons, a longer period may be established, but ordinarily with a reduction of load in the following term. Failure to complete the work within the time limit will result in a grade of F (or U) for the portion of the course for which the extension was granted. Extension request forms may be secured from the Office of the Dean of Faculty. The Registrar is instructed to turn incompletes into F's or U's if the deadline for completing the work has passed. In the case of coursework designed to extend more than one term, all of the above rules apply in the final term for this work.

*Unacceptable Work*

A U given to a basic degree student may be remedied by further work in the course, by repeating the course, or by taking an elective course relating to the area of deficiency. A U given for unexcused late work shall normally require additional work. A student whose work is unsatisfactory will be placed on probation. If the U is not removed by the next term, the student will be dropped from school.

*Probation*

An entering basic degree student may be placed on probation due to deficiencies in the student's undergraduate preparation. In addition, any student who fails to make a 2.50 average in any term or whose cumulative grade point average falls below 2.30 will be placed on academic probation for the next term.

Advanced Degree Students

*Grading for Advanced Degree Students*

The grading scale for Th.M., Th.D., and D.Min. students is:

|    |     |    |     |
|----|-----|----|-----|
| A  | 4.0 | B- | 2.7 |
| A- | 3.7 | C+ | 2.3 |
| B+ | 3.3 | C  | 2.0 |
| B  | 3.0 | F  | 0.0 |

A 3.00 average is required to remain in an advanced degree program. A grade of C represents marginal work. A grade of F in any course or seminar ordinarily results in termination from an advanced degree program.

*Course Completion for Doctor of Ministry Students*

If a course has assignments which require work to be completed after the last class meeting, the student may have up to 60 days to complete the work. Under unusual circumstances the student may petition the professor for an extension of an additional 30 days. After that period has expired, the student is assigned a grade of F if the professor has not received the assignment.

## ALL DEGREE STUDENTS

### *Moral Conduct*

The faculty and the Board of Trustees of Columbia Theological Seminary reserve the right to refuse to grant a degree to any individual in any degree program whose moral conduct raises serious questions about that person's personal integrity or fitness for service in the Christian church. Persons are accepted into degree programs with the requirement that should they become the subject of criminal, civil, or ecclesiastical proceedings they will report the fact of those proceedings and their outcomes to the Judicial Commission of the faculty. The determination of when not to award a degree based upon moral failings of the candidate is the sole and exclusive province of the institution, represented by its faculty and Board of Trustees.

### *Independent Study*

Students in all degree programs are encouraged to design and pursue their own program of independent research and study as a part of the elective offerings. Contracts for reading courses and research projects may be drawn up with faculty members teaching in the area of the student's interest. Such courses provide students the opportunity to investigate areas of specialized interest in which no regular electives are offered.

### *Credit Valuation and Course Load*

While the educational progress of the student cannot be ultimately measured by the number of credits earned, a system of course valuation is necessary to assure balance in the curriculum. Columbia estimates a semester credit as approximately 42 to 45 working hours, except for certain supervised ministry and clinical programs whose work investment is determined by the contract for the particular course. Units are equivalent to 150 hours. The satisfactory completion of a course, however, is determined not by time invested but by goals and objectives achieved.

### *Appeals*

Appeal of a grade given for work in a course or for the entire course may be made: first, with the instructor; second, with the Dean of Faculty; third, as a last appeal, by a written statement sent through the Dean of Faculty to the faculty.

Appeal of probation may be made to the Judicial Commission of the faculty through the Dean of Faculty.

Appeal of suspension or dismissal from the seminary may be made to the Board of Trustees by giving written notice to the president.





# FACULTY

Laura S. Mendenhall 2000\*

*President*

B.A. Austin College; M.A. Presbyterian School of Christian Education; M.Div. San Francisco Theological Seminary; D.Min. Austin Presbyterian Theological Seminary; Litt.D. Austin College.

Her current research interests include the role of the sacraments in the life of the church, the use of daily prayer in structuring Christian community, and strategies for faithful proclamation of Christian stewardship.



Walter Brueggemann 1986

*William Marcellus McPheeters Professor of Old Testament*

A.B. Elmhurst College; B.D. Eden Theological Seminary; Th.D. Union Theological Seminary; Ph.D. St. Louis University

He is interested in interpretive issues that lie behind efforts at Old Testament theology. They include the relation of the Old Testament to the Christian canon, the Christian history of doctrine, Jewish-Christian interactions, and the cultural reality of pluralism.

Thomas Erskine Clarke 1973

*Professor of American Religious History*

A.B. University of South Carolina; B.D. Columbia Theological Seminary; Th.M., Ph.D. Union Theological Seminary in Virginia

His area of study is U.S. religious history, with special attention to the relationship of religion to its social/cultural context and to the history of religion in the South. He directs Columbia's international program.



Charles Blanton Cousar 1960

*Samuel A. Cartledge Professor of New Testament Language, Literature, and Exegesis*

A.B. Davidson College; B.D. Columbia Theological Seminary; Ph.D. University of Aberdeen

His area of current study involves a literary and theological consideration of New Testament texts, with a special interest in the interpretation of the letters of Paul.

\* The date after each name indicates the year service at Columbia Seminary began.

Catherine Gunsalus González 1974

*Professor of Church History*

B.A. Beaver College; S.T.B. Boston University School of Theology; Ph.D. Boston University

She is particularly interested in the history of liturgy and how it displays the situation and the theology of the people; the history of women in the life of the church; and the effects on the church of the assimilation of new cultural groups within its life.



Darrell L. Guder 1997

*Peachtree Professor of Evangelism and Church Growth*

Ph.D. University of Hamburg

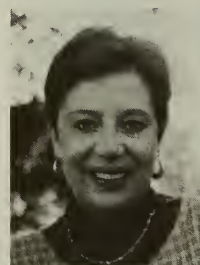
His interests lie in the area of evangelism as domestic missiology. He is involved in international theological education and in questions concerning gospel and culture.

E. Elizabeth Johnson 1998

*J. Davison Philips Professor of New Testament Language, Literature, and Exegesis*

B.G.S. Ohio University; M.Div., Ph.D. Princeton Theological Seminary

She is interested in the ways the church uses the Bible to think about its faith and life. She is particularly drawn to the Pauline letters and how they invite us to engage in substantive theological reflection about who God is and what Jesus' death and resurrection mean for human life and society.



D. Cameron Murchison, Jr. 1996

*Professor of Ministry*

B.A. Rhodes College; B.D. Union Theological Seminary in Virginia; M.Phil., Ph.D. Yale University

He is interested in theological reflection which draws on all areas of the theological curriculum to envision ministry more imaginatively and to practice ministry more discerningly in areas such as stewardship, polity, vocation, church leadership, and congregational education.

Kathleen M. O'Connor 1995

*Professor of Old Testament Language, Literature, and Exegesis*

B.A. College of New Rochelle; M.A. Providence College; Ph.D. Princeton Theological Seminary

She is interested in the ways local contexts are influencing interpretations of the Bible around the globe. She is particularly fascinated by feminist theologies, reader response criticism, and literary theories, especially relating to the power of symbol and metaphor. Her current research is in the books of Jeremiah and Lamentations.



John Hull Patton 1965

*Professor of Pastoral Theology and Director of Th.D. Program*

B.A., B.D. Emory University; Ph.D. The University of Chicago

His current interests are in pastoral counseling, pastoral care of marriage and family, and in the study of interpretive methods for dealing with the taped and written texts of pastoral relationships. He is a certified supervisor of pastoral counseling, marriage and family therapy, and clinical pastoral education.

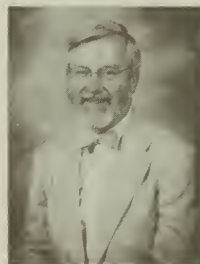
George W. Stroup 1986

*J. B. Green Professor of Theology*

B.A. Rice University; B.D., S.T.M. Yale University;

M.A., Ph.D. Vanderbilt University

He is a seventeenth-century Calvinist whose research interests are contemporary and constructive theology, including hermeneutics, Christology, and the role of narrative in theology.



Brian A. Wren 2000

*John and Miriam Conant Professor of Worship*

B.A.; M.A., D.Phil. Oxford University

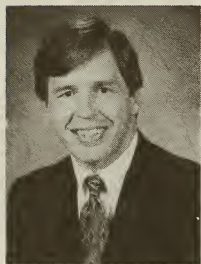
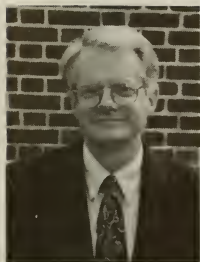
He is interested in how public worship can be faithful to tradition, yet at home in a multimedia culture; how liturgical speech can be clear, memorable, and just; the theological importance of congregational song; and new directions in hymnody and hymn-writing.

Charles L. Campbell 1991

*Associate Professor of Homiletics*

B.A. Hendrix College; D.Min. Union Theological Seminary in Virginia; S.T.M. Yale University; Ph.D. Duke University

He is interested in the biblical, theological, and ethical dimensions of preaching and worship. More specifically, his work focuses on the Christological and ecclesiological aspects of preaching and on the implications of character ethics and contemporary Radical Reformation ethics for preaching.



Robert Leon Carroll, Jr. 1983

*Associate Professor of Supervised Ministry*

B.S. University of Southern Mississippi; M.Div. Columbia Theological Seminary

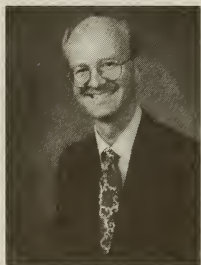
His interests include congregational studies, social ministry, especially in the context of the urban church, and pastoral supervision.

Carlos F. Cardoza-Orlandi 1994

*Associate Professor of World Christianity*

B.G.S. University of Puerto Rico; M.Div. Evangelical Seminary of Puerto Rico; Th.M., Ph.D. Princeton Theological Seminary

His research interests include historical, religious, and missiological interpretations of the encounter of religions especially in Latin American and the Caribbean; the globalization of Christianity and its challenges to the Christian church; and themes, theories, and theology in the study of religion.



Ronald H. Cram 1991

*Associate Professor of Christian Education*

B.A. California State University, Long Beach; M.A., Ph.D. Princeton Theological Seminary

His current research and teaching interests include the religious education of children, ritual and religious education, moral education and the practices of Christian faith, religious education in an era of "expanding religion," teaching strategies for adult learners, and reflective practice in religious education.

Philip R. Gehman 1985

*Dean of Students*

A.B. Wheaton College; M.Div. Columbia Theological Seminary;  
D.Min. Union Theological Seminary in Virginia

His current interests include the creation of a community environment in which theological education may flourish, educational administration and leadership, the preparation for ministry and call processes of the PC(USA), and effective student transition into the practice of ministry.



Rodger Yutaka Nishioka 2000

*Associate Professor of Christian Education*

B.A. Seattle Pacific University; M.A.(T.S.) McCormick Theological Seminary

His broader focus is on equipping pastors for their role as teachers and leaders in the educational ministry of the church. He brings particular interest in building a congregation's youth ministry and is currently researching what attracts young adults to the church.

Charles E. Raynal III 1999

*Director of Advanced Studies and Associate Professor of Theology*

B.A. Davidson College; B.D. Union Theological Seminary in Virginia; M.A., Ph.D. Yale University

His areas of interest include pastoral ministry and Reformed theology, which can nurture the life of the church through preaching, teaching, pastoral care, and mission in and for the world.



Marcia Y. Riggs 1991

*Associate Professor of Christian Ethics*

A.B. Randolph-Macon Woman's College; M.Div. Yale Divinity School; Ph.D. Vanderbilt University

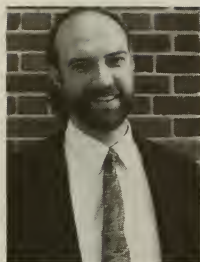
Her current interests are in the areas of: descriptive ethical analysis addressing the relationship between social processes of oppression and socio-religious ethical praxis; ethical discourse which bridges the gap between womanist religious scholarship and the practice of ministry in the church; moral foundations for public policy; and, the church and its role in social justice ministry.

Stanley P. Saunders 1991

*Associate Professor of New Testament*

B.A. San Jose Bible College; M.Div. Emmanuel School of Religion; Ph.D. Princeton Theological Seminary

His research and teaching interests focus on early Christian understandings of "the last days," the nature of the Church, spirituality, and ecclesial self-definition, with a special interest in the Gospel according to Matthew.



Sharon L. Mook 1999

*Assistant Professor of Pastoral Theology and Care*

B.S. Slippery Rock University; M.Div. Princeton Theological Seminary; D.Min. Southern Methodist University; Ph.D. Luther Seminary

Her interests include the process of healing and reconciliation, with particular concern for the care of clergy and clergy families; the formation of well-grounded pastoral identities; and the interaction of personal histories and social, economic, and cultural contexts in pastoral care and counseling.

Mark Douglas 1999

*Assistant Professor of Christian Ethics*

B.A. Colorado College; M.Div., Th.M. Princeton Theological Seminary; Ph.D. University of Virginia

His current research and teaching interests include ethics in neo-orthodox theologies, medical and business ethics, the American philosophical tradition of pragmatism, and the role of religion in political philosophy.



Anna Carter Florence 1998

*Assistant Professor of Preaching and Worship*

B.A. Yale University; M.Div., Ph.D. Princeton Theological Seminary

She is interested in historical, theological, aesthetic, and performative dimensions of preaching and in reflecting on the theories and practices that emerge when preaching engages other fields and different traditions. Her current research focuses on testimony, feminist theology, the role of experience in preaching, and the history of preaching women.

Christine Roy Yoder 1998

*Assistant Professor of Old Testament Language, Literature, and Exegesis*

B.A. Swarthmore College; M.Div., Ph.D. Princeton Theological Seminary

Her research interests include creation theology, wisdom literature, the socio-historical and theological dynamics of the post-exilic period, women in the Bible, and the history and methodology of biblical interpretation.



Margit Ernst 1999

*Instructor of Theology*

Dipl. Theo., University of Goettingen; Ph.D. candidate

Her current research and teaching interests focus on rediscovering the meaning of the principle "Reformed but always being reformed by the Word of God" in view of contemporary challenges of the church.



John William Harkins III 1999

*Instructor of Pastoral Theology and Care*

B.A. Rhodes College; M.Div. Vanderbilt University Divinity School, Ph.D. Candidate, Vanderbilt University

He is interested in applications of pastoral theology, care, and counseling to both congregational life and clinical settings. Research interests include psychoanalytic theory, marriage and family therapy, and psychological/religious dimensions of literature and film.



M. Tim Browning 1995

*Director of the John Bulow Campbell Library*

B.A. Barton College; M.Div. Lexington Theological Seminary; M.S.L.S. University of North Carolina at Chapel Hill

He is interested in the information needs and library usage patterns of church members and ministers and also in the history of the Christian Church (Disciples of Christ).



Richard S. Dietrich 1992

*Director of the Lay Institute of Faith and Life*

B.A. Carleton College; M.A. Tulane University; D.Min. Union Theological Seminary in Virginia

It is in the lives of Christian lay people that faith and culture meet. He is interested in how lay people have lived and continue to live faithfully in their various cultures - at home, at work, in their communities, at church.



David G. Forney 1999

*Associate Dean of Faculty*

B.S.C.E. University of Kansas; M.Div. Princeton Theological Seminary; Ph.D. University of Texas at Austin

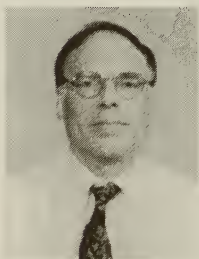
His research interests include research methodologies and the ways of knowing, particularly in the area of hermeneutics. His interest in institutional research focuses on organizational theory and behavior, specifically loosely coupled systems theory as a heuristic tool for exploring the relationship between seminaries and their denominations.

Julie A. Johnson 1995

*Director of Certificate Program in Christian Spirituality*

B.A. Purdue University; M.Div. Princeton Theological Seminary; D.Min. Columbia Theological Seminary

Her interest is in the area of Christian spirituality with a emphasis on spiritual formation and spiritual leadership for clergy and layleaders.



James O. Watkins, Jr. 2000

*Director of the Faith and the City Program*

B.S.I.M. Georgia Institute of Technology; M.Div. Columbia Theological Seminary

His current research, programming, and teaching interests are focused on helping the church rediscover, reaffirm, and reassert the Reformed concept of public leadership.

H. Stanley Wood 1997

*Director of the Center for New Church Development*

B.A. San Diego State University; M.Div., Th.M. Princeton Theological Seminary; D.Min. Fuller Theological Seminary; Ph.D. University of Aberdeen

His research and teaching interests focus on new church development, evangelism and church development, church renewal, and the study of demographics in relation to ministry.



## ADJUNCT/VISITING PROFESSORS

Eberhard Busch, Ph.D.  
 Dana Campbell, M.Ed.  
 Jerry A. Gladsen, Ph.D.  
 Shirley Guthrie, Ph.D.  
 Michael Hegeman, M.Div.  
 Joyce Hollyday, M.Div.  
 Wade P. Huie, Ph.D.  
 Rodney Hunter, Ph.D.

C. Benton Kline, Ph.D.  
 Calvin W. Kropp, Th.D.  
 Wayne Merritt, Ph.D.  
 Marsha Snulligan-Haney, Ph.D.  
 Dorinda Trouteaud, Th.M.  
 Carol Wade, B.A.  
 Bryan Whitfield, M.Div.

## CLINICAL PASTORAL EDUCATION SUPERVISORS

Robin Booth  
 Robin C. Brown-Haithco  
 Charles A. Carpenter  
 Franklin D. Duncan  
 Kerry Duncan  
 Deryck Durston  
 Brenda K. Green  
 Jasper N. Keith, Jr.  
 Eugene T. Locke  
 Janet M. Lutz

Robert R. Morris  
 Thomas N. Mozley III  
 Miriam A. Needham  
 Dorothy Dale Owen  
 William Reynolds  
 Maureen Shelton  
 Teresa Elaine Snorton  
 Elwood H. Spackman, Jr.  
 Joseph W. Whitwell, Jr.  
 Taliaferro Williamson

## SUPERVISING PASTORS AND CONGREGATIONS FOR PARISH-BASED INTERNSHIPS 2000

|                    |                                                                   |
|--------------------|-------------------------------------------------------------------|
| Pamela Anderson    | Oconee Presbyterian Church, Watkinsville, Georgia                 |
| Harry Barrow       | Newnan Presbyterian Church, Newnan, Georgia                       |
| John Bell          | First Presbyterian Church, Columbus, Georgia                      |
| Charles Black      | First Presbyterian Church, Atlanta, Georgia                       |
| Ronald Bowie       | First Presbyterian Church, Boone, North Carolina                  |
| Brian Clark        | Riverside Presbyterian Church, Sterling, Virginia                 |
| Mary Jane Cornell  | Druid Hills Presbyterian Church, Atlanta, Georgia                 |
| Kermit Dancy       | Mt. Jefferson Presbyterian Church, West Jefferson, North Carolina |
| Joe Donaho         | Eastminster Presbyterian Church, Columbia, South Carolina         |
| Timothy Duncan     | Shandon Presbyterian Church, Columbia, South Carolina             |
| Steven Eason       | Mt. Pleasant Presbyterian Church, Mt. Pleasant, South Carolina    |
| Coile Estes        | Morningside Presbyterian Church, Atlanta, Georgia                 |
| Daniel Gates       | East Highland United Methodist Church, Columbus, Georgia          |
| Iain Inglis        | Presbyterian Church of St. Andrew, Atlanta, Georgia               |
| Julie Johnson      | Ray Thomas Memorial Presbyterian Church, Marietta, Georgia        |
| Walter Jones       | Alpharetta Presbyterian Church, Alpharetta, Georgia               |
| Alfred Kanga       | Ngecha Parish PCEA, Ngecha, Kenya                                 |
| Jasper Keith       | Decatur Presbyterian Church, Decatur, Georgia                     |
| Benton Laughlin    | Austell Presbyterian Church, Austell, Georgia                     |
| Jae Hoon Lee       | Onnuri Church, Seoul, Korea                                       |
| Carl Marshall      | Monticello Presbyterian Church, Monticello, Georgia               |
| Nancy Mikoski      | Central Presbyterian Church, Atlanta, Georgia                     |
| Barbara McDevitt   | First Presbyterian Church, Bozeman, Montana                       |
| Stephen Montgomery | St. Andrews Presbyterian Church, Tucker, Georgia                  |

|                    |                                                                             |
|--------------------|-----------------------------------------------------------------------------|
| Vance Nesbit       | Kirkwood Presbyterian Church, Kennesaw, Georgia                             |
| Paul Osborne       | Central Presbyterian Church, Atlanta, Georgia                               |
| Roland Purdue      | Idlewild Presbyterian Church, Memphis, Tennessee                            |
| Patrick Rabun      | Trinity Presbyterian Church, Atlanta, Georgia                               |
| James Richardson   | Fort Hill Presbyterian Church, Clemson, South Carolina                      |
| Kimberly Richter   | Grace Covenant Presbyterian Church, Asheville, North Carolina               |
| Margaret Shafer    | Fifth Avenue Presbyterian Church, New York, New York                        |
| Judd Shaw          | Farrugut Presbyterian Church, Farragut, Tennessee                           |
| Preston Shealy     | White Bluff Presbyterian Church, Savannah, Georgia                          |
| Earl Smith         | Lakeview Presbyterian Church, St. Petersburg, Florida                       |
| Maetta Snyder      | Westminster United Presbyterian Church, Emporia, Kansas                     |
| Andrew Sparks      | Beth Messiah Congregation, Philadelphia, Pennsylvania                       |
| Nibs Stroupe       | Oakhurst Presbyterian Church, Decatur, Georgia                              |
| Alastair Symington | Troon Parish, Church of Scotland, Troon, Scotland                           |
| Joseph Thompson    | Hillside Presbyterian Church, Decatur, Georgia                              |
| Dorinda Trouteaude | First Presbyterian Church of Manchester-Warm Springs, Warm Springs, Georgia |
| Julian Walthall    | Central Presbyterian Church, Mobile, Alabama                                |
| Theodore Wardlaw   | Central Presbyterian Church, Atlanta, Georgia                               |
| Scott Weimer       | North Avenue Presbyterian Church, Atlanta, Georgia                          |
| Laurie Wheeler     | Church at the Center, Seattle, Washington                                   |
| Craig Williams     | Trabuco Presbyterian Church, Trabuco Canyon, California                     |

#### SUPERVISORS AND INSTITUTIONS FOR INTERNSHIPS IN SPECIALIZED MINISTRIES 2000

|                |                                                      |
|----------------|------------------------------------------------------|
| Jimmie Hawkins | Covenant Presbyterian Church, Durham, North Carolina |
| Wade Huie      | Independent Study, Columbia Theological Seminary     |
| Joan Malick    | Second Presbyterian Church, Indianapolis, Indiana    |



## PROFESSORS EMERITI

C. Benton Kline, Jr.

*President Emeritus*

A.B. College of Wooster; B.D., Th.M. Princeton Theological Seminary; Ph.D. Yale University

J. Davison Philips

*President Emeritus*

A.B. Hampden-Sydney College; B.D. Columbia Theological Seminary; Ph.D. University of Edinburgh; D.D. Presbyterian College; D.D. Hampden-Sydney College

Douglas W. Oldenburg

*President Emeritus*

B.S. Davidson College; B.D. Union Theological Seminary in Virginia; S.T.M. Yale University Divinity School; D.D. Davis and Elkins College; D.D. St. Andrews Presbyterian College; LL.D. Davidson College

F. Sidney Anderson, Jr.

B.A. Hampden-Sydney College; B.D., Th.M. Columbia Theological Seminary

George Thompson Brown

B.S. Davidson College; Th.M. Princeton Theological Seminary; B.D., Th.D. Union Theological Seminary in Virginia

James Herbert Gailey, Jr.

A.B. Davidson College; B.D. Columbia Theological Seminary; Th.M., Th.D. Princeton Theological Seminary

Shirley Caperton Guthrie, Jr.

A.B. Austin College; B.D. Princeton Theological Seminary; Dr. Theol. University of Basel

Douglas W. Hix

B.A. Davidson College; B.D. Columbia Theological Seminary; Ph.D. Duke University

Wade Prichard Huie, Jr.

A.B. Emory University; B.D. Columbia Theological Seminary; Ph.D. University of Edinburgh

Oscar J. Hussel

B.S. University of Cincinnati; M.A. McCormick Theological Seminary; Ed.D. Columbia University and Union Theological Seminary

Ben Campbell Johnson

B.A. Asbury College; B.D. Asbury Theological Seminary; Th.M. Southern Baptist Theological Seminary; D.Min. San Francisco Theological Seminary; Ph.D. Emory University.

Jasper Newton Keith, Jr.

A.B. Mercer University; M.Div. Southern Baptist Theological Seminary; Th.D. Columbia Theological Seminary

James D. Newsome, Jr.

B.A. Millsaps College; B.D., Th.M. Columbia Theological Seminary; Ph.D. Vanderbilt University

J. Will Ormond

A.B. University of Alabama; B.D. Columbia Theological Seminary; Th.M. Princeton Theological Seminary; Ph.D. University of Glasgow; D.D. Southwestern at Memphis

Harold Bailey Prince

A.B., M.A. University of South Carolina; M.L. Emory University; B.D. Columbia Theological Seminary

Robert H. Ramey, Jr.

B.A./B.S. Hampden-Sydney College; B.D., Th.M., D.Min. Union Theological Seminary in Virginia; D.D. Hampden-Sydney College

Hubert Vance Taylor

A.B. Lafayette College; B.Mus. Westminster Choir College; B.D. Columbia Theological Seminary; Ph.D. Northwestern University

Ronald Stewart Wallace

B.Sc., M.A., Ph.D. University of Edinburgh



# STAFF

## *Office of the President*

Laura S. Mendenhall, President  
Linda Moore, Administrative Assistant

## *Office of Academic Affairs*

T. Erskine Clarke, Acting Dean of Faculty  
David Forney, Associate Dean of Faculty  
Linda G. Sabo, Registrar  
Leon Harris, Network Systems Coordinator  
Dana Campbell, Instructor in Writing  
Jane Gleim, Administrative Assistant

## *Office of Advanced Studies*

Charles E. Raynal III, Director  
Michael Medford, Administrative Assistant

## *Office of Supervised Ministry*

Robert Leon Carroll, Jr., Director  
Rhonda Weary, Staff Associate

## *Center for New Church Development*

H. Stanley Wood, Director  
Jeff Longmire, Staff Associate

## *Christian Spirituality Program*

Julie Johnson, Director  
Audrey Ivester, Staff Associate  
Lori Miller, Staff Associate

## *Continuing Education*

Mary Miller Brueggemann, Interim Director  
Azizi Awolana, Staff Associate

## *Faith and the City Program*

James O. Watkins, Director  
Rhonda Weary, Staff Associate

## *International Programs*

T. Erskine Clarke, Director  
D. Cameron Murchison, Jr., Associate Director  
Bonnie Shoemaker, Administrative Assistant

## *Lay Institute of Faith and Life*

Richard S. Dietrich, Director  
Linda Morningstar, Associate Director  
Charlotte Kuehn, Staff Associate

## *John Bulow Campbell Library*

M. Tim Browning, Director of the Library  
Richard Blake, Reference Librarian  
Brian Copeland, Processing Assistant  
Linda K. Davis, Special Collections Librarian  
Licia F. Duncan, Systems Librarian  
Rachael Glass, Cataloging Assistant  
Clayton H. Hulet, Reference Librarian  
Tammy Johnson, Technical Services Librarian  
Mary Martha Riviere, Circulation Librarian  
Kyle Segars, Copy Cataloger  
Barbara Sims-King, Serials/Interlibrary Loan Assistant  
Joan Speaks, Library Staff Associate  
Randy Tyndall, Media Specialist  
Carol Wade, Acquisitions Assistant

## *Faculty Support Staff*

Debbie Hitchcock, Staff Associate for Pastoral Care  
Tempie Alexander, Secretary

## *Office of Student Life*

Philip R. Gehman, Vice President for Student Life and Dean of Students  
Ernestine B. Cole, Associate Dean of Students  
Jerri R. Norris, Administrative Assistant

## *Office of Admissions*

Ann Clay Adams, Director of Admissions  
Jewel E. Kirkus, Staff Associate

## *Office of Financial Aid*

Robin S. Dietrich, Director

## *Office of Business and Finance*

Martin Sadler, Vice President for Business and Finance  
Holly Caswell, Assistant Treasurer  
Marilyn Ault, Bookkeeper  
Leisa McDonald, Facilities Coordinator  
Judy Graves, Staff Associate

## *Bookstore*

Joan Murchison, Interim Bookstore Manager

### *Buildings and Grounds*

A. Cecil Moore, Jr., Superintendent  
Betty Cook, Housekeeper  
Lillie Cook, Housekeeper  
Eloise Hancock, Housekeeper  
Golden Griffith, Maintenance  
Larry Griffin, Maintenance  
Alexander Oliver, Maintenance

### *Office of Development and Seminary Relations*

Richard DuBose, Vice President of  
Development and Seminary Relations  
Michael Carey, Director of Gift Planning  
Juliette Harper, Director of Publications and  
Publicity

Angus McQueen, Director of Development  
Services

James Speed, Director of Alumni/ Alumnae  
and Church Relations

Caitlin Way, Director of the Annual Fund

M. Neely Young, Director of Major Gifts

Elizabeth Orth, Administrative Assistant

Barbara Poe, Alumni/ Alumnae and Church  
Relations Assistant

Diane Thorne, Gift Records Coordinator

Kristen Anderson, Prospect Researcher

Julia Greene, Staff Associate for  
Development

Kay Gehman, Receptionist

Mary Alice Kemp, Receptionist

Bonneau Dickson, Field Representative





# SUPPORT OF COLUMBIA SEMINARY

Since 1828, the mission of Columbia Theological Seminary has been to prepare ministers to proclaim the Gospel. In addition to providing the initial preparation for ministry, we are committed to nurturing those already ordained through continuing education and serving as a resource and intellectual center for the entire church.

Support from individuals, churches, church-related organizations, and foundations (in the form of new gifts, gifts to endowment, and endowment income from previous gifts) account for 71.6 percent of the seminary's annual budget. The remainder comes from tuition and fees (16 percent), revenue from continuing education and other seminary programs (10.4 percent), and the Theological Education Fund of the Presbyterian Church (USA) (2 percent).

The seminary is deeply grateful to those churches and individuals who continue to support Columbia with their many gifts of financial support and their prayers. Columbia is also indebted to its supporting synods for their endorsement and assistance in increasing the seminary's endowment through capital fund campaigns.

## COLUMBIA FRIENDSHIP CIRCLE

The Columbia Friendship Circle consists of thousands of Presbyterian Women throughout the church who provide invaluable service to the seminary by praying for the seminary and telling its story; encouraging promising men and women to consider the ministry and Columbia Seminary; visiting Columbia Seminary regularly and participating in the life of the school; and providing financial assistance to the seminary in response to specific needs each year.

Columbia is most grateful for the support it receives from the Columbia Friendship Circle, now more than \$40,000 annually.

## ALUMNI/ALUMNAE ASSOCIATION

All alumni/alumnae of Columbia Seminary are members of the Alumni/Alumnae Association. They are represented by an Alumni/Alumnae Council. Classes hold yearly reunions during the Columbia Colloquium, a special lecture series for alumni/alumnae and other clergy.

A highlight of this annual meeting is the presentation of the Distinguished Service Awards. These awards, based on nominations from Columbia alumni/alumnae, are presented to alumni/alumnae who have distinguished themselves in faithful service to ministry and the church. The 2000 recipients were Harry F. Petersen '58 and John N. Somerville '53.

## ALUMNI/AE ASSOCIATION COUNCIL

### *Executive Committee*

President  
Vice President  
Secretary  
Past President

Steve Sloop '68  
Debbie Wells '91  
Joan Gray '76  
Ford G'Segner '70

### MEMBERSHIP

#### *Class of 2001*

Mary Amos '84  
Stephen Bacon '61  
Ronald Botsford '71  
Francis Burriss '83  
Robert Dendy '57

Eleana Garrett '95  
Ford G'Segner '70  
Paul Lang '92  
Gary Waller '59

#### *Class of 2002*

David J. Bailey '82  
Harry Barrow '74  
Janice L. Blissit '86  
James E. Bowden '64  
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#### *Class of 2003*

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Ray Howe '62  
Jackie Lindberg '97  
Jake Marshall '93  
Steve Vance '81  
Debbie Wells '91

#### *Class of 2004*

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Decatur, Georgia



# STUDENTS

## GRADUATING CLASS OF 2000

### *Doctor of Ministry*

Daniel Mark Andriacco  
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Royce Windham Ballard  
Garry Keith Brantley  
Beverly Ann Brigman  
Edward Johnson Britt  
Bradley Terry Bromling  
Walter M. Brown, Jr.  
Monica Georgia Burgher  
Robert McCurry Burns  
Ella Franklin Busby  
Vincent Leroy Campbell  
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Sung Yn Cho  
Elsa Lanetta Clarke  
Todd Andrew Collier  
Charles Gregory Darden  
David Walter Fahner  
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Lowell D. Ingram  
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Terry Lyn Moore  
Hector Ortiz  
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Augustus Ernest Succop III  
Rinaldo D. Hernández Torres

Donald Arthur Wehmeyer  
James Richard Weldon, Jr.  
Gregory Van Wilson  
L. David Wylly III

### *Master of Theology*

David M. Anderson, Jr.  
Festus Kaburu Gitonga  
Seong Chan Kim  
Woocheol Kim  
Retief Müller  
Tomu Sakon  
Zebulun DeLoach Smith, Jr.  
Edit Szeréna Vass

### *Master of Divinity*

Robert Meredith Alexander  
Laurie Ann Armstrong  
Michael Reaves Bailey  
Rachael Elaine Banzhoff  
Kathryn Gordon Blocher  
Michael Anthony Brazelle  
Jonathan Eric Carroll  
Brandi Richelle Casto  
Kathy Kyung Ah Chung  
Cynthia Denise Clarke  
Lattie Floyd Collins  
Kathleen Noel Crighton  
Emily Rebecca Davis  
Sherry Bohlen Edwards  
Amy Kristina Erickson  
Gordon Arnold Foltz  
Barbara Thompson Francis  
John Robert Gross  
Richard Barclay Holmes  
Barry Dean Jenkins  
Carol Elaine Johnson  
Frances Brown King  
Robert Steven Laukoter  
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Catherine Clark Manson  
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Sidney Keith Morrison  
Sarah Elizabeth Parker  
Jeanette Pinkston  
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Carol Lee Tipton Read

David Allen Rich  
Jason Scott Robbins  
Annette Carlton Rogers  
Thomas Oscar Smith  
Janelle Leigh Tibbetts  
Christine Louise Tiller  
Elizabeth Guillian Walker  
Connie Stoutt Weaver  
William Wain Wesberry  
Chandler Michael Willis

Sandra Shea Wilmesherr  
Rachel Elizabeth Winter  
Brian Christopher Wyatt  
Yuching Eunice Yang

*Master of Arts in Theological  
Studies*

Susan Darr Buell  
Audrey Edmundson Lenhart



## 2000-01 Academic Scholarship Recipients

### *Dr. Vernon S. Broyles, Jr. Scholarships*

David Bender  
Stephanie Boardman  
Betsy Flory

Blaine Hill  
Shannon O'Leary  
Rix Threadgill

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Andrew Foster Connors  
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### *J.M. Tull Scholarships*

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David Knauert  
Andrew Meyers

Ruth Ann Steen  
James Thomas  
Jennifer Wilson

## 2000-2001 Students Enrolled in Degree Programs

### *Doctor of Theology*

|                                                  |                                                                                                                                                    |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Jeanie Marie Griffin<br>Denver, Colorado         | <i>B.S., Flagler College<br/>M.Div., Columbia Theological Seminary</i>                                                                             |
| Elizabeth Emma Inman<br>Decatur, Georgia         | <i>B.A., University of North Carolina at Chapel Hill<br/>M.Div., Columbia Theological Seminary</i>                                                 |
| Dennis Justin Jarvis<br>Tunnel Hill, Georgia     | <i>B.A., Western New Mexico University<br/>M.Div., Candler School of Theology at Emory University</i>                                              |
| Josephine Elizabeth Kee-Rees<br>Decatur, Georgia | <i>B.S., Centenary College<br/>M.Div., Garrett-Evangelical Theological Seminary</i>                                                                |
| Gyeong Kim<br>Decatur, Georgia                   | <i>B.A., Han Nam University<br/>M.Div., Louisville Presbyterian Theological Seminary<br/>Th.M., Candler School of Theology at Emory University</i> |
| Insook Lee<br>Decatur, Georgia                   | <i>B.A., M.A., Sogan University<br/>Ed.S., University of Georgia<br/>M.Div., Columbia Theological Seminary</i>                                     |
| Albert Benjamin Moravitz<br>Marietta, Georgia    | <i>B.A., Newberry College<br/>M.Div., Lutheran Theological Southern Seminary</i>                                                                   |
| Francesca Debora Nuzzolese<br>Decatur, Georgia   | <i>B.D., Baptist Theological Seminary of Ruschliken<br/>Th.M., Melbourne College of Divinity</i>                                                   |
| Sophia Park<br>Stockbridge, Georgia              | <i>B.A., Westmont College<br/>M.Div., Columbia Theological Seminary</i>                                                                            |
| Annette Carlton Rogers<br>Easley, South Carolina | <i>B.A., Davidson College<br/>M.S.W., University of South Carolina<br/>M.Div. Columbia Theological Seminary</i>                                    |
| Melissa Dawn Sexton<br>Knoxville, Tennessee      | <i>B.A., Furman University<br/>M.Div., Candler Theological Seminary at Emory University</i>                                                        |
| David Stewart Shew<br>Decatur, Georgia           | <i>A.B., Hampshire College<br/>M.Div., Union Theological Seminary, New York</i>                                                                    |
| Paul Russell Thim<br>Decatur, Georgia            | <i>B.A., Swarthmore College<br/>M.Div., Candler School of Theology at Emory University</i>                                                         |
| Elizabeth Denham Thompson<br>Littleton, Colorado | <i>B.S., Baylor University<br/>M.Div., Beeson Divinity School of Samford University</i>                                                            |
| Janet Deitrich Williams<br>Doraville, Georgia    | <i>B.A., University of Georgia<br/>M.Div., Columbia Theological Seminary</i>                                                                       |

## *Doctor of Ministry*

|                                                     |                                                                                                                                                      |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Taeho Ahn<br>Leonla, New Jersey                     | <i>B.A., Seoul National University<br/>M.Div., Presbyterian Theological Seminary<br/>Th.M., Princeton Theological Seminary</i>                       |
| John W. Ailstock<br>Hagerstown, Maryland            | <i>B.A., College of Charleston<br/>J.D., University of South Carolina<br/>M.Div., Louisville Presbyterian Theological Seminary</i>                   |
| Dougald W.B. Alexander<br>St. James, Jamaica        | <i>Dip., B.A.T., United Theological College of the West Indies</i>                                                                                   |
| James Avery Alexander<br>Newnan, Georgia            | <i>B.A., Oklahoma City University<br/>M.Div., Interdenominational Theological Center</i>                                                             |
| Emily Jane Anderson<br>Maryville, Tennessee         | <i>B.A., Vanderbilt University<br/>M.Div., Princeton Theological Seminary</i>                                                                        |
| John H. Anderson<br>Hattiesburg, Mississippi        | <i>B.S., Alcorn State University<br/>J.D., University of Mississippi<br/>M.Div., Reformed Theological Seminary</i>                                   |
| Louie Verner Andrews<br>San Angelo, Texas           | <i>B.A., King College<br/>M.A., Presbyterian School of Christian Education<br/>M.Div., Union Theological Seminary in Virginia</i>                    |
| Jimmy Robert Asbell, Jr.<br>Macon, Georgia          | <i>B.A., Wofford College<br/>M.Div., Candler School of Theology at Emory University</i>                                                              |
| George A. Ashford<br>Spartanburg, South Carolina    | <i>B.S., South Carolina State University<br/>M. Div., Interdenominational Theological Center</i>                                                     |
| Stephen Warren Austin<br>Social Circle, Georgia     | <i>B.A., Point Loma College<br/>M.Div., San Francisco Theological Seminary</i>                                                                       |
| Sandra Kay Avent<br>Atlanta, Georgia                | <i>B.S., Tennessee State University<br/>M.Div., Interdenominational Theological Center<br/>Th.M., Candler School of Theology at Emory University</i> |
| Charles O. Ayars<br>Massapequa, New York            | <i>B.A., United States International University<br/>M.Div., Fuller Theological Seminary</i>                                                          |
| Eugen Graybill Bach, Jr.<br>Kershaw, South Carolina | <i>B.A., King College<br/>M.Div., Erskine Theological Seminary</i>                                                                                   |
| Alvin Rudolph Bailey<br>St. Catherine, Jamaica      | <i>A.B., University of Technology<br/>M.A., Caribbean Graduate School of Theology</i>                                                                |
| Edna Jacobs Banes<br>Alexandria, Virginia           | <i>B.S., Presbyterian College<br/>M.S., University of Nebraska at Omaha<br/>M.Div., Virginia Theological Seminary</i>                                |

|                                                      |                                                                                                                              |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Marcus Raymond Barber<br>Horn Lake, Mississippi      | <i>B.S., Central Oklahoma State University</i><br><i>M.Div., Columbia Theological Seminary</i>                               |
| James Warren Barnum<br>Wantagh, New York             | <i>B.S., Taylor University</i><br><i>M.Div., Gordon-Conwell Theological Seminary</i>                                         |
| Glenn Thomas Batten<br>Laurinburg, North Carolina    | <i>B.A., St. Andrews Presbyterian College</i><br><i>M.Div., Union Theological Seminary in Virginia</i>                       |
| Eric Arthur Dean Bell<br>Tuscaloosa, Alabama         | <i>B.S., University of Alabama at Birmingham</i><br><i>M.Div., Candler School of Theology at Emory University</i>            |
| Dameon Andrew Black<br>St. Catherine, Jamaica        | <i>B.A., Jamaican Theological Seminary</i>                                                                                   |
| Fyfe Blair<br>Aberdeen, Scotland                     | <i>B.A., University of Edinburgh</i><br><i>B.D., University of Aberdeen</i>                                                  |
| John Gloman Blewitt<br>Cardiff, Maryland             | <i>B.A., Westminster College</i><br><i>M.Div., Princeton Theological Seminary</i>                                            |
| David Lewis Boumgarden<br>Naperville, Illinois       | <i>B.A., Michigan State University</i><br><i>M.Div., Gordon-Conwell Theological Seminary</i>                                 |
| Frances Wood Bragan<br>West Columbia, South Carolina | <i>B.S., Southern Wesleyan University</i><br><i>M.Div., Columbia Theological Seminary</i>                                    |
| Cynthia W. Brasher<br>Ft. Myers, Florida             | <i>B.A., Wingate College</i><br><i>M.Div., Southern Baptist Theological Seminary</i>                                         |
| Lloyd Vernon Braswell<br>Durham, North Carolina      | <i>B.A., Wingate College</i><br><i>M.Div., Southeastern Baptist Theological Seminary</i>                                     |
| John Cecil Brearley<br>Greer, South Carolina         | <i>B.A., Presbyterian College</i><br><i>M.Div., Union Theological Seminary in Virginia</i>                                   |
| Yvonne Marcia Bright<br>Kingston, Jamaica            | <i>Dip., Mico Teachers' College</i><br><i>B.A., United Theological College of the West Indies</i>                            |
| Mark R. Broadhead<br>Tallahassee, Florida            | <i>B.A., Stetson University</i><br><i>M.Div., Lancaster Theological Seminary</i>                                             |
| John Milla Brown, Jr.<br>McDonough, Georgia          | <i>B.A., University of Georgia</i><br><i>M.Div., Candler School of Theology at Emory University</i>                          |
| Carlton P. Byrd<br>Madison, Tennessee                | <i>B.A., Oakwood College</i><br><i>B.S., Andrews University</i><br><i>M.Div., Seventh Day Adventist Theological Seminary</i> |
| Carol Jaynes Byrd<br>Denver, North Carolina          | <i>B.A., Berea College</i><br><i>M.Div., Columbia Theological Seminary</i>                                                   |

|                                                       |                                                                                                                                                             |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Charis M. Caldwell<br>Edwards, Colorado               | <i>B.A., Mary Baldwin College<br/>M.Phil., St. Andrews University<br/>M.Div., Union Theological Seminary in Virginia</i>                                    |
| Kathryn Johnson Cameron<br>Nellysford, Virginia       | <i>B.A., University of North Carolina at Chapel Hill<br/>M.Div., Yale University Divinity School<br/>M.R.E., Presbyterian School of Christian Education</i> |
| Mary Blanche Campbell<br>Kingston, Jamaica            | <i>B.A., University of West Indies<br/>M.A., United Theological College of the West Indies</i>                                                              |
| William E. Carpenter<br>Suwanee, Georgia              | <i>B.A., Lambuth College<br/>M.Div., Candler School of Theology at Emory University<br/>M.A., West Georgia College</i>                                      |
| James Alan Carr<br>Clayton, North Carolina            | <i>B.A., University of North Carolina at Charlotte<br/>M.Div., Princeton Theological Seminary</i>                                                           |
| Samuel David Carriker<br>Cleveland, North Carolina    | <i>B.A., University of North Carolina at Charlotte<br/>M.Div., Columbia Theological Seminary</i>                                                            |
| Janet Nolting Carter<br>Topeka, Kansas                | <i>A.B., Duke University<br/>M.S.Ed., University of Pennsylvania<br/>M.Div., McCormick Theological Seminary</i>                                             |
| Winston Anthony Carter<br>St. Catherine, Jamaica      | <i>B.A., M.A., United Theological College of the West Indies</i>                                                                                            |
| Gray Vaughan Chandler<br>Fayetteville, North Carolina | <i>B.G.S., Virginia Commonwealth University<br/>M.Div., Union Theological Seminary in Virginia</i>                                                          |
| Robert Fleming Chastain<br>Florence, South Carolina   | <i>B.B.A., Georgia State University<br/>M.Div., Columbia Theological Seminary</i>                                                                           |
| Beverly Lynn Cheyney<br>Santa Monica, California      | <i>B.A., Wheaton College<br/>M.Div., Fuller Theological Seminary</i>                                                                                        |
| Valerie Chillis<br>Marietta, Georgia                  | <i>B.S., Florida Agricultural and Mechanical University<br/>M.Div., Howard University School of Divinity</i>                                                |
| Hyun Sung Cho<br>New Canaan, Connecticut              | <i>Dip., Presbyterian College<br/>M.Div., New Brunswick Theological Seminary</i>                                                                            |
| David Alexander Choate<br>Phoenix, Arizona            | <i>B.A., University of Cincinnati<br/>M.Div., Louisville Presbyterian Theological Seminary</i>                                                              |
| Thomas E. Clark, Jr.<br>Jackson, Mississippi          | <i>B.S., Mississippi State University<br/>M.Div., Candler School of Theology at Emory University</i>                                                        |

|                                                          |                                                                                                                                 |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Winston Sylvester Clemetson<br>Kingston, Jamaica         | <i>B.A., Calabar Theological College</i><br><i>M.Div., Southwestern Baptist Theological Seminary</i>                            |
| David D. Colby<br>Wilmington, Delaware                   | <i>B.A., Macalester College</i><br><i>M.Div., McCormick Theological Seminary</i>                                                |
| Dennis Robert Coon<br>Des Moines, Iowa                   | <i>B.A., M.A., University of Northern Iowa</i><br><i>M.Div., St. Paul School of Theology</i>                                    |
| Joseph A. Cordero<br>Pearland, Texas                     | <i>B.A., University of Alabama</i><br><i>M.Div., Columbia Theological Seminary</i>                                              |
| Mary Jane Cornell<br>Decatur, Georgia                    | <i>B.A., Agnes Scott College</i><br><i>M.Div., Columbia Theological Seminary</i>                                                |
| David Bruce Cozad<br>Sarasota, Florida                   | <i>B.A., Eckerd College</i><br><i>M.Div., Union Theological Seminary in Virginia</i><br><i>M.S.P., Florida State University</i> |
| John Gordon Crawford<br>Nashville, Tennessee             | <i>B.S., Union University</i><br><i>M.Div., Vanderbilt University Divinity School</i>                                           |
| William Patten Carajanos Crawford<br>Larchmont, New York | <i>B.A., Westminster College</i><br><i>M.Div., M.S.T., Union Theological Seminary, New York</i>                                 |
| Douglas Dean Cushing<br>Spartanburg, South Carolina      | <i>B.S., Carroll College</i><br><i>M.Div., Princeton Theological Seminary</i>                                                   |
| Lisa Gayle Danielson<br>Sidney, Ohio                     | <i>B.S., Illinois State University</i><br><i>M.Div., Union Theological Seminary in Virginia</i>                                 |
| Darlene Elizabeth Davis<br>Largo, Florida                | <i>B.A., Mercyhurst College</i><br><i>M.Div., Princeton Theological Seminary</i>                                                |
| Edward C. Dawkins<br>Fair Oaks Ranch, Texas              | <i>B.S., Georgia Institute of Technology</i><br><i>M.Div., Princeton Theological Seminary</i>                                   |
| Clark Gregory DeLoach III<br>Marietta, Georgia           | <i>B.S., Shorter College</i><br><i>M.Div., Southern Baptist Theological Seminary</i>                                            |
| Susan L. Denne<br>Rock Hill, South Carolina              | <i>B.A., Oglethorpe University</i><br><i>M.Div., Columbia Theological Seminary</i>                                              |
| Christopher Wright Denson<br>Hokes Bluff, Alabama        | <i>B.A., Birmingham Southern College</i><br><i>M.Div., Candler School of Theology at Emory University</i>                       |
| Sue Rodelius Dickson<br>El Paso, Texas                   | <i>B.A., Indiana University</i><br><i>M.Div., University of Dubuque Theological Seminary</i>                                    |
| John C. Doubles<br>Hartsville, South Carolina            | <i>B.S., Wofford College</i><br><i>B.A., Coker College</i><br><i>M.Div., Union Theological Seminary in Virginia</i>             |

|                                                       |                                                                                                                                                                    |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Barbara Deemer Douglass<br>Dunwoody, Georgia          | <i>B.A., Hollins College<br/>M.Div., Columbia Theological Seminary</i>                                                                                             |
| Lemuel Tyler Downing III<br>Lilburn, Georgia          | <i>A.B., Davidson College<br/>M.A., Virginia Commonwealth University<br/>M.Div., Columbia Theological Seminary</i>                                                 |
| Alfred Gordon Drummond<br>Perth, Scotland             | <i>Dip., Bible Training Institute<br/>B.D., Glasgow University</i>                                                                                                 |
| John Edmund Dukes<br>Monroe, Georgia                  | <i>B.A., Auburn University<br/>M.Div., University of the South School of Theology</i>                                                                              |
| Kerry Perron Duncan<br>Snellville, Georgia            | <i>B.A., University of Georgia<br/>M.Div., Th.M., Columbia Theological Seminary</i>                                                                                |
| Priscilla Bingham Durkin<br>Wadesboro, North Carolina | <i>B.A. University of North Carolina at Chapel Hill<br/>M.S., University of North Carolina at Greensboro<br/>M.Div., Wesley Theological Seminary</i>               |
| Neal Christopher Earley<br>Apilion, Nebraska          | <i>B.A., Columbia College<br/>M.Div., Union Theological Seminary, New York</i>                                                                                     |
| Janice Lynne Edmiston<br>Arlington, Virginia          | <i>B.A., University of North Carolina at Chapel Hill<br/>M.Div., Andover Newton Theological School</i>                                                             |
| Harry S. Edmonds<br>Farmington, Missouri              | <i>B.A., University of North Carolina at Chapel Hill<br/>M.Div., Southeastern Baptist Theological Seminary<br/>Th.M., Austin Presbyterian Theological Seminary</i> |
| Joan Pierce Egerton<br>Charleston, South Carolina     | <i>B.A., Queens College<br/>M.A., The Citadel<br/>M.A.T.S., Union Theological Seminary, New York</i>                                                               |
| James Edward Egolf<br>Jackson, Mississippi            | <i>B.A., Temple University<br/>M.A., Hebrew Union College-Jewish Institute of Religion</i>                                                                         |
| Pamela Parker Eliason<br>Charlotte, North Carolina    | <i>B.A., Catawba College<br/>M.S.W., Washington University<br/>M.Div., Union Theological Seminary, New York</i>                                                    |
| Richard Reece Elrod<br>Cullman, Alabama               | <i>B.A., Gardner-Webb University<br/>M.Div., Southeastern Baptist Theological Seminary</i>                                                                         |
| Chris William Erdman<br>Sharon, Pennsylvania          | <i>B.S., Colorado State University<br/>M.Div., Fuller Theological Seminary</i>                                                                                     |
| Anne Coile Estes<br>Decatur, Georgia                  | <i>B.A., University of Georgia<br/>J.D., Emory University Law School<br/>M.Div., Columbia Theological Seminary</i>                                                 |

|                                                      |                                                                                                                                                     |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| J. Frederick Fife<br>Harrison, Tennessee             | <i>B.A., Huntingdon College<br/>M.Div., Columbia Theological Seminary</i>                                                                           |
| Carol Carpenter Fisher<br>Mebane, North Carolina     | <i>B.A., Randolph-Macon Women's College<br/>M.A., Presbyterian School of Christian Education<br/>M.Div., Union Theological Seminary in Virginia</i> |
| Carlton Fisher, Jr.<br>Wetumpka, Alabama             | <i>B.A., Georgia State University<br/>M.Div., Southwestern Baptist Theological Seminary</i>                                                         |
| Mitchell Wayne Flora<br>Winterville, North Carolina  | <i>B.A., Lee College<br/>M.Div., Church of God School of Theology</i>                                                                               |
| John Mark Forrester<br>Nashville, Tennessee          | <i>B.A., Trevecca Nazarene College<br/>M.Div., Vanderbilt University Divinity School</i>                                                            |
| Robert Godfrey Foster<br>Kingston, Jamaica           | <i>Dip., Union Theological Seminary, Jamaica<br/>S.T.M., Christian Theological Seminary</i>                                                         |
| John Lennig Frye, Jr.<br>Columbia, South Carolina    | <i>B.A., Davidson College<br/>M.Div., Union Theological Seminary in Virginia</i>                                                                    |
| Sarah Harrell Gaede<br>Orlando, Florida              | <i>B.A., Eckerd College<br/>M.Div., University of the South School of Theology</i>                                                                  |
| William Oliver Gafkjen<br>Duncansville, Pennsylvania | <i>B.A., St. Olaf College<br/>M.Div., Luther Theological Seminary</i>                                                                               |
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## *Master of Theology*

|                                                            |                                                                                                                         |
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| Karen Rembert Holley<br>Cleveland, Tennessee               | <i>B.S., Lee College<br/>M.Div., Church of God School of Theology</i>                                                   |
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| Edna Karolien Zwerver<br>Workum, The Netherlands | <i>Propaedeutic Degree, University of Groningen</i>                             |

### *Master of Divinity*

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| Rachel Allane Anderson<br>Atlanta, Georgia                | <i>B.S., James Madison University</i><br><i>Greater Atlanta</i>                                                                             |
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| Dedera Nesmith Baker<br>East Point, Georgia               | <i>B.A., Georgetown University</i><br><i>Greater Atlanta</i>                                                                                |
| Doris Jean Barton<br>Decatur, Georgia                     | <i>B.A., Jersey City State College</i><br><i>African Methodist Episcopal</i>                                                                |
| Margaret Frampton Beamguard<br>Charleston, South Carolina | <i>B.S., Clemson University</i><br><i>Cherokee</i>                                                                                          |
| Kathryn A. Summers Bean<br>Decatur, Georgia               | <i>B.A., Duke University</i><br><i>Greater Atlanta</i>                                                                                      |
| Blair Henderson Beaver<br>Laurel Hill, North Carolina     | <i>B.A., St. Andrews Presbyterian College</i><br><i>Coastal Carolina</i>                                                                    |
| Jean Ercella Beedoe<br>Stone Mountain, Georgia            | <i>B.S., Pratt Institute,</i><br><i>M.S. San Jose State University</i><br><i>Seventh Day Adventist</i>                                      |
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\*PC(USA) Presbytery or Denomination

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| Cynthia Missildine Benz<br>Avondale Estates, Georgia   | <i>B.B.A., Shorter College<br/>Greater Atlanta</i>                       |
| Shelaine Rae Bird<br>Birmingham, Alabama               | <i>B.A., Presbyterian College<br/>Sheppards and Lapsley</i>              |
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| John Middleton Boulware<br>Matthews, North Carolina    | <i>B.S., Wingate College<br/>Charlotte</i>                               |
| Karen Olita Bounds<br>Decatur, Georgia                 | <i>B.A., University of Texas at Arlington<br/>Central Florida</i>        |
| Mark Bradshaw-Miller<br>Carmel, Indiana                | <i>B.S., Hanover College<br/>Whitewater Valley</i>                       |
| Joshua Bertrand Braley<br>Archer, Florida              | <i>B.A., University of Florida<br/>St. Augustine</i>                     |
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| Nam Gi Min<br>North Miami Beach, Florida           | <i>B.A., Yeungnam University</i><br><i>M.P.A., Texas A&amp;M University</i><br><i>Tropical Florida</i>                                            |
| Sandra Elaine Monroe<br>Forsyth, Georgia           | <i>B.S., Central Michigan University</i><br><i>M.A., Western Michigan University</i><br><i>Ed.S., University of Georgia</i><br><i>Flint River</i> |
| Gregory Owen Moore<br>Lilburn, Georgia             | <i>B.B.A., Valdosta State University</i><br><i>Greater Atlanta</i>                                                                                |
| Joseph Gilbert Moore<br>Raleigh, North Carolina    | <i>B.A., Davidson College</i><br><i>New Hope</i>                                                                                                  |
| Kathy Eileen Muder<br>New Wilmington, Pennsylvania | <i>B.A. Westminster College</i><br><i>Shenango</i>                                                                                                |
| Pressley Marie Neal<br>Columbia, South Carolina    | <i>B.A., Presbyterian College</i><br><i>M.A., Lutheran Theological Southern Seminary</i><br><i>Trinity</i>                                        |
| Craig Randolph Neely<br>Vandalia, Ohio             | <i>B.A., Miami University</i><br><i>M.S. Wright State University</i><br><i>Miami</i>                                                              |
| Laurel Danielle Nelson<br>Longmont, Colorado       | <i>B.A., Beloit College</i><br><i>Plains and Peaks</i>                                                                                            |
| George Hayes Noble<br>Columbia, South Carolina     | <i>B.A., University of South Carolina</i><br><i>Trinity</i>                                                                                       |
| Rodney Edwin Norris<br>Columbia, South Carolina    | <i>B.S. Francis Marion University</i><br><i>Trinity</i>                                                                                           |
| Nancy Christine Oehler<br>Naples, Florida          | <i>B.M., University of Wyoming</i><br><i>Peace River</i>                                                                                          |
| Shannon Lynne O'Leary<br>Sitka, Alaska             | <i>B.A., Eckerd College</i><br><i>Alaska</i>                                                                                                      |

|                                                     |                                                                                                                                  |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Richard Lee Olson<br>Starkville, Mississippi        | <i>B.S., University of Washington<br/>M.S., Eastern Washington University<br/>Ph.D., Texas A&amp;M University<br/>St. Andrew</i> |
| Rebecca M. Page<br>Rossville, Indiana               | <i>B.A., Hanover College<br/>Wabash Valley</i>                                                                                   |
| David Bradley Parker<br>Overland Park, Kansas       | <i>B.S., Sterling College<br/>Greater Atlanta</i>                                                                                |
| Pendleton Barnes Peery<br>Asheville, North Carolina | <i>B.A., University of North Carolina at Chapel Hill<br/>Western North Carolina</i>                                              |
| Elizabeth Appunn Peterson<br>Rochester, Minnesota   | <i>B.A., University of the South<br/>M.M., Washington University<br/>Twin Cities Area</i>                                        |
| Fred James Powell<br>Durham, North Carolina         | <i>B.A., Winthrop College<br/>New Hope</i>                                                                                       |
| Richard Gillespie Proctor<br>Tallahassee, Florida   | <i>B.A., Florida State University<br/>Greater Atlanta</i>                                                                        |
| Ian Case Punnett<br>Atlanta, Georgia                | <i>B.A., University of Illinois at Urbana-Champaign<br/>Greater Atlanta</i>                                                      |
| Clayton Thomas Rascoe<br>Apex, North Carolina       | <i>B.S., Appalachian State University<br/>New Hope</i>                                                                           |
| Dennison Parker Read<br>Indianapolis, Indiana       | <i>B.A., The Citadel<br/>Greater Atlanta</i>                                                                                     |
| Timothy Aaron Reynolds<br>Hermitage, Tennessee      | <i>B.A., University of Tennessee<br/>Middle Tennessee</i>                                                                        |
| Caroline Torrey Rhoads<br>Boston, Massachusetts     | <i>B.A., North Carolina State University<br/>New Hope</i>                                                                        |
| Kathryn Elizabeth Richmond<br>Chesapeake, Virginia  | <i>B.A., Vanderbilt University<br/>Eastern Virginia</i>                                                                          |
| Karen Teresa Ricks<br>Atlanta, Georgia              | <i>B.A., DePauw University<br/>M.S., Indiana State University<br/>Greater Atlanta</i>                                            |
| Arthur Nelson Robin<br>Marietta, Georgia            | <i>B.S., Georgia State University<br/>Greater Atlanta</i>                                                                        |
| Ashley Elizabeth Seaman<br>Decatur, Georgia         | <i>B.A., Agnes Scott College<br/>Greater Atlanta</i>                                                                             |

|                                                    |                                                                                                                             |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Benjamin Douglas Seller<br>Tempe, Arizona          | <i>B.M., Arizona State University<br/>Grand Canyon</i>                                                                      |
| Rebekah Sue Shaffer<br>San Luis Obispo, California | <i>B.A., Eckerd College<br/>Santa Barbara</i>                                                                               |
| Shellie Craig Shewbert<br>Hoover, Alabama          | <i>B.S., Jacksonville State University<br/>Sheppards and Lapsley</i>                                                        |
| Kenneth Walter Sikès<br>Tacoma, Washington         | <i>B.A., Furman University<br/>Olympia</i>                                                                                  |
| Daniel Paul Smead<br>Morrow, Georgia               | <i>B.A., Oregon/Atlanta Bible College<br/>Church of God</i>                                                                 |
| Carolyn Thompson Smith<br>Mount Berry, Georgia     | <i>B.S., Berry College<br/>M.S., University of Alabama<br/>Cherokee</i>                                                     |
| Claire Dempsey Snedeker<br>Roswell, Georgia        | <i>B.S., Stetson University<br/>M.A., Georgia State University<br/>Greater Atlanta</i>                                      |
| Ki Ho Song<br>Smyrna, Georgia                      | <i>B.A., Seoul Theological Seminary<br/>Korean Presbyterian Church in America</i>                                           |
| Danny Adrion Spears<br>Newnan, Georgia             | <i>B.S., Clayton State College and University<br/>Metropolitan Community Churches</i>                                       |
| Matthew Barnabas Sprinkle<br>Bryan, Texas          | <i>B.A., Trinity University<br/>M.A. Texas A&amp;M University<br/>Mission</i>                                               |
| Bryan Craig Stamper<br>Ocoee, Florida              | <i>B.B.A., University of Florida<br/>Central Florida</i>                                                                    |
| Ruth Ann Steen<br>Duluth, Georgia                  | <i>B.A., Flagler College<br/>East Tennessee</i>                                                                             |
| Jennifer Ann Stone<br>Starkville, Mississippi      | <i>B.S., Oberlin College<br/>M.S., Mississippi State University<br/>Ph.D., Pennsylvania State University<br/>St. Andrew</i> |
| Todd William Sutton<br>Washington, D.C.            | <i>B.A. University of Michigan<br/>National Capital</i>                                                                     |
| Susan Patricia Takis<br>Alpharetta, Georgia        | <i>B.A., Furman University<br/>M.F.A., Southern Methodist University<br/>Greater Atlanta</i>                                |

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| Ingrid Brunt Taulbee<br>Atlanta, Georgia                     | <i>B.S.E.D., Univeristy of Georgia<br/>M.E., University of Virginia<br/>Greater Atlanta</i> |
| David Leath Taylor<br>Salem, Virginia                        | <i>B.A., King College<br/>The Peaks</i>                                                     |
| James Heizer Thomas III<br>Ft. Thomas, Kentucky              | <i>B.A., Emory University<br/>Disciples of Christ</i>                                       |
| Janie Lowe Thomas<br>Macon, Georgia                          | <i>B.S.N., Hunter College<br/>Missionary Baptist</i>                                        |
| Robert W. Thomson<br>Stone Mountain, Georgia                 | <i>B.B.A., Georgia State University<br/>Greater Atlanta</i>                                 |
| Ollie Rix Threadgill<br>Fairhope, Alabama                    | <i>B.A., Davidson College<br/>South Alabama</i>                                             |
| Christopher Stephen Tuttle<br>Black Mountain, North Carolina | <i>B.A., Davidson College<br/>Western North Carolina</i>                                    |
| Jerry Lee Utt II<br>Versailles, Kentucky                     | <i>B.A., University of Kentucky<br/>Transylvania</i>                                        |
| Nicholas Harvey Vanderslice<br>Marietta, Georgia             | <i>B.A., University of Georgia<br/>Cherokee</i>                                             |
| Susan Webb Verbrugge<br>Duluth, Georgia                      | <i>B.A., Wake Forest University<br/>Greater Atlanta</i>                                     |
| Carol Scott Wade<br>Avondale Estates, Georgia                | <i>B.A., Agnes Scott College<br/>Greater Atlanta</i>                                        |
| Jan Emma Warren-Taylor<br>Atlanta, Georgia                   | <i>B.S., LeTourneau University<br/>Greater Atlanta</i>                                      |
| Paul Dudley Weaver<br>Charleston, South Carolina             | <i>B.A., Maryville College<br/>Charleston-Atlantic</i>                                      |
| Kirsten Lisa Weeks<br>Lookout Mountain, Georgia              | <i>B.A., University of North Carolina<br/>East Tennessee</i>                                |
| James Walter Wells, Jr.<br>Alpharetta, Georgia               | <i>B.E., Vanderbilt University<br/>M.B.A., University of Alabama<br/>Greater Atlanta</i>    |
| Jannan Renee Wertzberger<br>Houston, Texas                   | <i>B.A., University of Texas<br/>Mission</i>                                                |

|                                                          |                                                                                                                        |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| James Gregory White<br>Douglasville, Georgia             | <i>B.S., Lee University<br/>Water of Life Christian Church</i>                                                         |
| Scott Michael White<br>Atlanta, Georgia                  | <i>B.S., Emory University,<br/>M.S., A.M., University of Michigan<br/>Greater Atlanta</i>                              |
| Michael Eugene Williams<br>Asheville, North Carolina     | <i>B.S., Illinois State University<br/>M.A., Presbyterian School of Christian Education<br/>Western North Carolina</i> |
| Robert Elmore Williamson, Jr.<br>Clemson, South Carolina | <i>B.S., Clemson University<br/>Foothills</i>                                                                          |
| Elizabeth Linden Wilson<br>Greenville, South Carolina    | <i>B.A., M.A., Vanderbilt University<br/>Foothills</i>                                                                 |
| Jennifer Lee Wilson<br>Laurinburg, North Carolina        | <i>B.A. St. Andrews Presbyterian College<br/>Western North Carolina</i>                                                |
| Patrick James Woolsey<br>Old Hickory, Tennessee          | <i>B.A., Trevecca Nazarene College<br/>Nazarene</i>                                                                    |
| Ashley Freeman Wright<br>Memphis, Tennessee              | <i>B.A., Eckerd College<br/>Memphis</i>                                                                                |
| Harlis Ray Wright<br>Pine Bluff, Arkansas                | <i>B.S., Stillman College,<br/>M.S., Chicago State University<br/>Arkansas</i>                                         |
| John Mark Wright<br>Memphis, Tennessee                   | <i>A.B., Davidson College<br/>Memphis</i>                                                                              |
| Lucy Karen Youngblood<br>Anderson, South Carolina        | <i>B.A., University of North Carolina at Greensboro<br/>Foothills</i>                                                  |
| Wendy Michelle Yow<br>Greensboro, North Carolina         | <i>B.S., Appalachian State University<br/>Salem</i>                                                                    |

### *Master of Arts in Theological Studies*

|                                             |                                                                            |
|---------------------------------------------|----------------------------------------------------------------------------|
| Anglea Marie Boyd<br>Norcross, Georgia      | <i>B.B.A., Columbia State University</i>                                   |
| Shawn Karl Dabravalskas<br>Grove City, Ohio | <i>B.A., Cedarville College</i>                                            |
| David Charles Dault<br>Decatur, Georgia     | <i>B.A., University of the South</i>                                       |
| Linda Karen Davis<br>Atlanta, Georgia       | <i>B.A., Greensboro College<br/>M.L.I.S., University of South Carolina</i> |

|                                                |                                                                                                                      |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Rebekah Teresa Durham<br>Dallas, Texas         | <i>B.A., Southern Methodist University</i>                                                                           |
| Leviticus Alonza Laing<br>Ellenwood, Georgia   | <i>B.S., Atlanta Christian College</i>                                                                               |
| Nathan Cinclair Lane<br>Cleveland, Tennessee   | <i>B.A., Lee University</i>                                                                                          |
| Kazumi Miyamoto<br>Duluth, Georgia             | <i>B.A., Japanese Women's University</i>                                                                             |
| Elizabeth Ann Moss<br>Decatur, Georgia         | <i>B.S., University of St. Francis</i>                                                                               |
| Joshua Franklin Rice<br>Lawrenceville, Georgia | <i>B.A., Lee University</i>                                                                                          |
| Elizabeth Sager Sharp<br>Atlanta, Georgia      | <i>B.S.N., University of Michigan</i><br><i>M.S.N., Yale University</i><br><i>D.R.P.H., Johns Hopkins University</i> |

## Geographical Distribution of Students

### *United States*

|                        |                   |
|------------------------|-------------------|
| Alabama-21             | Massachusetts-2   |
| Alaska-1               | Michigan-3        |
| Arizona-3              | Minnesota-2       |
| Arkansas-1             | Mississippi-10    |
| California-7           | Missouri-1        |
| Colorado-6             | Nebraska-1        |
| Connecticut-2          | New Jersey-6      |
| Delaware-3             | New York-10       |
| District of Columbia-1 | North Carolina-50 |
| Florida-26             | Ohio-8            |
| Georgia-154            | Oklahoma-1        |
| Hawaii-1               | Oregon-1          |
| Idaho-2                | Pennsylvania-7    |
| Illinois-2             | South Carolina-38 |
| Indiana-7              | Tennessee-29      |
| Iowa-2                 | Texas-16          |
| Kansas-2               | Virginia-17       |
| Kentucky-3             | Washington-8      |
| Louisiana-3            | West Virginia-1   |
| Maryland-7             | Wisconsin-2       |

## *Other Countries*

Canada-1  
Cuba-2  
England-2  
Guyana-1  
Hungary-4  
Italy-1

Jamaica-26  
Kenya-1  
Korea-5  
The Netherlands-1  
Scotland-4

## International Program Scholars

Jin Bong Choi  
David Gathanju  
Zita Hegyi  
Gyeong Kim  
Sukjoo Kim  
Insook Lee  
Judit Lipták  
Janet Llewellyn  
László Mihalina  
Francesca Nuzzolese  
Sophia Park  
David Rigg  
Tamara Smith

Korea  
Kenya  
Hungary  
Korea  
Korea  
Korea  
Hungary  
England  
Hungary  
Italy  
Korea  
Scotland  
Jamaica

## *Campbell Scholars*

Joanna Adams  
Russel Botman  
Walter Brueggemann  
Douglas J. Hall  
James Lowry  
Damayanthi M.A. Niles  
Ofelia M. Ortega  
János Pasztor

United States  
South Africa  
United States  
Canada  
United States  
Sri Lanka  
Cuba  
Hungary



# CALENDAR 2001-2004

2001-2002

2002-2003\*

2003-2004\*

## SUMMER

Greek School  
Summer Terms

July 2-August 24  
July 9-20  
July 23-August 3

July 1-August 23  
July 8-19  
July 22-August 2

June 30-August 22  
July 7-18  
July 21-August 1

## FALL

Planning Retreat  
Labor Day  
Orientation/  
Registration  
Classes begin  
Convocation/  
Honors Day  
Ordination exams  
Smyth Lectures  
Reading/Exam Week  
Conference on  
Ministry  
Thanksgiving Holiday  
Classes end  
Reading/Exam Week

August 28-29  
September 3  
  
September 4-5  
September 6  
  
September 12  
September 21-22  
October 9-11  
October 22-26  
  
November 2-4  
November 22-23  
December 7  
December 10-14

August 27-28  
September 2  
  
September 3-4  
September 5  
  
September 11  
September 20-21  
October 8-10  
October 21-25  
  
November 1-3  
November 28-29  
December 6  
December 9-13

August 26-27  
September 1  
  
September 2-3  
September 4  
  
September 10  
September 19-20  
October 7-9  
October 20-24  
  
November 7-9  
November 27-28  
December 5  
December 8-12

## WINTER

Alternative Context/  
M.Div. electives begin/  
D.Min. classes begin  
D.Min. classes end  
King Holiday  
Alternative Context  
ends/M.Div. exams

January 7  
January 18  
January 21  
  
January 25

January 6  
January 17  
January 20  
  
January 24

January 5  
January 16  
January 19  
  
January 23

## SPRING

Bible Content Exam  
Classes begin  
Ordination exams  
Conference on  
Ministry  
Reading/Exam Week  
Spring Break  
Good Friday  
Colloquium  
Classes end  
Reading/Exam Week  
Baccalaureate and  
Commencement

February 1  
February 4  
February 15-16  
  
February 22-24  
March 18-22  
April 1-5  
March 29  
April 22-24  
May 10  
May 13-17  
  
May 19

February 7  
February 3  
February 14-15  
  
February 21-23  
March 17-21  
April 7-11  
April 18  
April 21-23  
May 9  
May 12-16  
  
May 18

February 6  
February 3  
February 13-14  
  
February 20-22  
March 15-19  
April 5-9  
April 9  
April 13-15  
May 7  
May 10-14  
  
May 16

\*Tentative





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☐ Master of Theology

☐ M.A. Theological Studies

☐ Doctor of Ministry

☐ Doctor of Theology

Name \_\_\_\_\_  
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Degree \_\_\_\_\_ Denomination \_\_\_\_\_

School address \_\_\_\_\_  
Street

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_  
( )

Permanent address \_\_\_\_\_  
Street

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_  
( )

Anticipated date of enrollment \_\_\_\_\_



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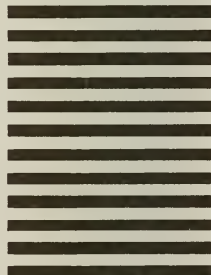
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Concerning transcripts, academic records, curriculum, and faculty

T. Erskine Clarke, Acting Dean of Faculty

Concerning institutional research and accreditation

David Forney, Associate Dean of Faculty

Concerning business matters, campus events, and housing

Martin Sadler, Vice President for Business and Finance

Concerning basic degree admissions

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Concerning financial aid

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